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ABSTRACT

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for January 3-28, 2000, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: issues of the Millennium, 100 hours of the Millennium, Mideast peace negotiations, reactions to the decision by the Immigration and Naturalization Service (INS) to send Elian Gonzalez back to his father, and the Commission on Presidential Debates (January 3-7); dispute over Elian Gonzalez, America On Line (AOL)-Time Warner merger, the Grand Canyon, General Pinochet's fate, and the cloned monkey (January 10-14); Martin Luther King, Jr. holiday, Chile's new leader Ricardo Lagos, growth of income inequality, Pacific Decadal Oscillation, and status of core concerns facing Israelis and Palestinians (January 17-21); Iowa caucuses, purposes of caucuses and primaries, role of the New Hampshire primary, the Republican and Democratic debates, and President Clinton's last State of the Union address (January 24-28). (AEF)

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CNN Newsroom Classroom Guides
January 2000

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CNN NEWSROOM Guide

January 3, 2000

Warning: The content of today's broadcast may be inappropriate for school use. Please preview!
CNN NEWSROOM has been preempted to allow for special coverage of the Issues of the Millennium. Today's Guide focuses on some of these issues.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

Issues of the Millennium ... 28:00... 28:00
CNN continues its special coverage of the Issues of the Millennium. The following questions and activities are designed to promote classroom discussion and facilitate learning as your students address some of these issues.
Please note that the content of today's preempted broadcast may not be suitable for your students. We strongly advise you to preview the video before presenting it to your class.

---------- CNN NEWSROOM STORIES ----------

Issues of the Millennium : Issues of the Millennium

1. ***The Environment.*** What is the greenhouse effect? What are greenhouse gasses? Why are environmentalists concerned about the emission of greenhouse gasses? In 1997, representatives of the U.S. and other nations met in Kyoto, Japan, to negotiate a treaty to address the possible threat of global climate change. That treaty, called the Kyoto Protocol, seeks to have 38 industrialized nations reduce their greenhouse gas emissions below 1990 levels. According to the treaty, European nations would have to reduce their emissions by 8%, the U.S. would have to reduce its emissions by 7% and Japan would have to reduce its emissions by 6% by the year 2012.

   Since 1992 over 175 countries have become parties to the Kyoto Protocol. Divide your class into two groups to debate whether or not the Kyoto Protocol should be ratified by the U.S. Senate. Prior to the debate have students research the Kyoto Protocol and the following issues:
   1. Different countries' positions on global warming
   2. Whether global warming is occurring
   3. If humans are causing the climate to change
   4. Whether global warming is harmful
   5. The policies proposed by governments to reduce greenhouse gas emissions
   6. The potential economic impact of these policies
   7. Whether these policies will stop global warming.

   Following the debate, ask students: Should developed nations, such as the U.S., adhere to strict limits on carbon dioxide emissions even if large developing countries like China and India do not?

2. Worldwide, the costs of pollution in disease, premature deaths, and lost productivity are enormous, especially for the poor. Divide the class into small groups. Instruct each group of students to determine how pollution is affecting an industrialized nation and a large developing nation. What

laws have these governments passed to limit or reverse the threat of environmental pollution? Is there a correlation between economic resources and pollution control? How does the country's culture impact its ability to solve its pollution problems? In class discussion, compare the causes, effects and treatment of pollution in industrialized and in developing nations.

3. ***Health.*** Throughout the course of civilization, mankind has been plagued by infectious diseases, such as typhus, typhoid, smallpox and AIDS. Infectious diseases can be transmitted through water, animals, insects, air and human contact. Help your class create a timeline that depicts the major infectious diseases of the last thousand years. Have students indicate the origin and impact of the diseases, and how the diseases were eradicated or why they still exist. Students should also identify the medical discoveries, such as the microscope, penicillin and vaccinations, that have aided in the identification and elimination of infectious diseases. Have students discuss how these diseases influenced the course of history, and why it is difficult to eradicate some infectious diseases in the 21st Century.

4. ***Overpopulation.*** The global population is approximately 6 billion, and we're adding 90 million people each year. During the last century advances in medicine and technologies have prompted a population explosion, mass migrations, and the creation of huge urban megalopolises. What environmental, economic, and social problems are associated with overpopulation? What is the correlation between overpopulation and poverty? What are the benefits and drawbacks of living longer? What challenges are associated with stabilizing the world population? What do you think the world will look like in 50 years? Will the world your children and grandchildren inherit resemble anything you have known? Explain.

5. ***Human Rights.*** What do your students think life is like for their counterparts in other countries? Where are young people free to express their views about their governments and leaders? What is the status of children, women and minorities in countries around the world? Generate a class discussion about the status of human rights as humanity enters the 21st Century. Divide the class into small groups and have each group choose one nation to research. Have each group conduct research to learn more about political, religious and individual liberties in that country. Direct the groups to find information about educational and economic opportunities for all citizens in their chosen countries. Does true equality of opportunity exist in each case? Next, direct each group to take the information it has gathered and create a "Human Rights Report Card" for that country, indicating a "grade" in each appropriate category. Have groups share their evaluations and predict the future of human rights in each country profiled.

6. ***Conflict.*** Throughout the 20th Century, conflicts have been fueled by nationalism, religion, ideology and economics. In some recent wars, such as those in Kosovo and Chechnya, sovereignty has been cited as a reason for armed conflict. Discuss the factors that have led to wars from 1900-1999. How have civil conflicts sometimes escalated to global wars? When has the international community intervened, and when have its efforts been successful? Secure a large wall map of the world and have students mark current global "hot spots" (places where there are current conflicts or the potential for conflict). Review the "hot spots" students have marked and have students conduct research to find out whether these nations or interests have access to weapons of mass destruction. Discuss how the possession of such weapons makes every conflict a potential "global" conflict.

7. ***Technology.*** Has your community experienced any problems as a result of Y2K? If so, discuss to what extent these problems have caused widespread inconvenience or more severe circumstances. Ask students if they think people have become too dependent upon technology in their daily lives. Generate a class discussion focusing on the possible implications of massive computer failures had Y2K been a serious global problem.

   Challenge students to examine the evolution of technology over the past 1000 years, from the early Viking explorations to the Internet. Divide the class into groups, each representing one century, and direct each to research the major innovations of that period. Have groups present their findings. In each century, how did human innovation change history? In what ways has technology made life

easier? Has technology jeopardized the human existence in any way? After the presentations and discussion, direct groups to use their findings to create a website on the history of technology.

8. ***The Arts, Entertainment and Sports.*** Who are the great artists, performers, and sports figures of the past 1000 years? Challenge each student to select any one individual who fits into one of these categories and research that person's life, times and contribution to humanity. Then have each student assume the identity of the chosen subject (encourage costumes if possible) and explain some of his/her accomplishments to the class. Allow the rest of the class to guess the identity of this artist, entertainer, or athlete. Discuss how people's use of leisure time has changed over the centuries. What can we learn by studying the art and entertainment of a culture?

LINKS:
http://www.cnn.com/SPECIALS/1997/global.warming/
http://www.worldbank.org/nipr/
http://www.cdc.gov/ncidod/index.htm
http://www.facingthefuture.org/index4.htm
http://testor.uta.edu/~CDM-0215/tech/index.htm
http://store.yahoo.com/hrwpubs/index.html
http://www.cfcsc.dnd.ca/links/wars/index.html
http://infoplease.lycos.com/ent.html

EDITOR'S NOTE:
overpopulation
global warming
epidemic
greenhouse gases
sovereignty
weapons of mass destruction
Y2K
entertainment

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CNN NEWSROOM Guide

January 4, 2000

Today's CNN NEWSROOM has been preempted for CNN's Millennium coverage. CNN NEWSROOM is scheduled to return tomorrow, January 5th, at its regular time, 4:30 a.m. ET.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

100 Hours of Millennium 2000: Conclusion ... 28:00... 28:00
CNN NEWSROOM has been preempted to allow for **CNN's** continuing coverage of The Millennium. Today's Guide focuses on the new year and its significance as a human milestone, and on some possibilities for the future. The questions and activities that follow may help guide your classroom discussion of these topics.

---------- CNN NEWSROOM STORIES ----------

100 Hours of Millennium 2000: Conclusion : 100 Hours of Millennium 2000: Conclusion

1. ***Measuring Time.*** The year 2000 is a significant milestone to billions of the earth's inhabitants. But is this truly the year 2000, and is it actually the start of the new Millennium? Generate a class discussion about the significance of this new year to different cultures. Solicit student opinions as to whether or not the new Millennium actually began on January 1, 2000.

   Humans have always sought ways to measure time accurately. From ancient calendars to sundials to atomic clocks, mankind has attempted to master time. Challenge your students to learn more about horology, the science of time and timekeeping, and timekeeping inventions throughout history. Share student findings in class discussion. What is the origin of the calendar that has determined this to be the year 2000?

2. ***New Year Culture and Customs.*** As we have seen, the new year was ushered in with different cultural ceremonies and celebrations around the world. What are some customs associated with new year observances among different world cultures? Inform students that Hindus and Sikhs observe Diwali, or the Festival of Lights, as the start of a new financial or farming year. The Chinese observe their new year with loud fireworks used to scare away "evil spirits." Challenge your students to learn more about their families' ethnic, religious or cultural customs associated with the observance of a new year, and share some of the customs with the class.

3. ***The Time Capsule.*** The notion of preserving one's time and place for the future began with the Egyptians. While the pyramids were created as vessels to the afterlife, they are also vessels to the future. Entering the year 2000 affords people the opportunity to reflect upon their accomplishments and plan for the future. Challenge your students to create a time capsule that reflects their era and culture. Help students brainstorm a list of 20 culturally significant items. These items could include: Books, documents, photographs, technological innovations, domestic and personal products or clothing. Have students identify the cultural significance of each item they suggest.

4. ***"Best of" the Millennium.*** In recognition of the Millennium, many organizations have published "best of" lists. Challenge each student to create a "top 10" list for the following categories: Inventions, scientific discoveries, movies, books, actors/actresses, songs, television shows, and athletes. Send students to the Internet to generate ideas for their lists. Next, have students share their information and create a master list of the students' selections. Challenge each student to learn about the list items with which he/she may be unfamiliar.

5. ***Letters to Future Generations.*** Have students write letters to their great-grandchildren describing what the world is like in the year 2000. Direct students to consider at least some of the following factors as they compose their thoughts: Population, the environment, health, family, technology, sports, economic issues, music, language, fashion, transportation, food, space travel, education, and geopolitical issues. Instruct students to address the positive and negative aspects of contemporary civilization. Have students compare and contrast their letters. Ask students: What can be done now to rectify some of the negative aspects of contemporary civilization? What advice would you give to future generations?

6. ***The Future of Medicine.*** Prior to the great scientific discoveries of the 19th and 20th centuries, including the invention of the microscope, antibiotics and vaccinations, medicine involved little more than helping patients to manage their discomforts. However, as we enter the 21st century, scientific and technological developments continue to revolutionize the practice of medicine. Refer groups of students to multimedia resources to learn about the current trends in medicine, including Web-based health care and the Human Genome Project. Have students share their information, and identify how these developments will influence the future of medicine. Current technological and scientific advances promise to extend the life spans of many individuals. Have students consider the benefits and drawbacks of living longer.

7. ***Globalization.*** What is globalization? Generate a class discussion about the trend toward economic and political globalization. How do alliances, such as the European Union, and trade blocs, like NAFTA, support the claim that globalization is the trend of the future? Divide the class into small groups and have each group research the current status of international political and economic alliances such as the E.U., NAFTA, APEC and NATO. Share group findings in class discussion. Do students think the trend toward globalization means the beginning of the end for nationalism? Why/why not? Discuss.

8. ***The Future of Technology.*** In the 1950s, many experts predicted that future technology would reduce the work week, providing workers with more leisure time. In fact, the opposite has occurred: It was announced this week that Americans now work an average of 1966 hours per year, superseding the Japanese as the most overworked citizens on the planet, even though technology is a part of everyday life in the U.S. What do your students think future technology will mean to their lives? Divide the class into small groups. Challenge each group to design either a classroom, a home, or a workplace that one might find 25 years from now. Encourage groups to create models or illustrated diagrams of their places, incorporating what they believe to be futuristic applications of technology. Have groups present their models and diagrams. Do students believe that technology will lead to a more relaxed or more stressful existence for humankind? Will increased technology lead to increased productivity? Discuss.

LINKS:
http://www.fi.edu/qa96/spotlight11/spotlight11.html
http://www.kckpl.lib.ks.us/ys/newyear.htm
http://infoplease.lycos.com/spot/99trends1.html
http://www.pathfinder.com/time/aol/index.html
http://cnn.com/SPECIALS/1999/millennium/
http://www.ornl.gov/hgmis/
http://www.ml.com/woml/forum/yerg_int2.htm
http://future.newsday.com/fchap6.htm

EDITOR'S NOTE:
horology
observance
millennium
time capsule
civilization
medical trends
globalization
technology

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CNN NEWSROOM Guide

January 5, 2000

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 01:55... 03:35
Top Story ... 02:20... 05:55
Israel and Syria begin a new round of peace talks.

At Issue: Y2K Overreaction? ... 02:35... 08:30
Was money spent to prevent Y2K glitches a good investment or an overreaction?

YOUR DAILY DESK ... 00:45... 09:15
Business Desk ... 02:35... 11:50
OSHA proposes new rules aimed at reducing workplace injuries.

Turner Website Information ... 00:45... 12:35
Information on the CNN NEWSROOM Daily Guide

WORLDVIEW ... 00:30... 13:05
Beyond the Iron Curtain: Iron Curtain Aristocrat ... 03:55... 17:00
Prince William Lobkowicz reclaims his family's castles in the Czech Republic.

Taking Care of Business ... 04:05... 21:05
Iraq seeks to invest money from its oil sales to improve its damaged oil industry.

Inside Europe ... 02:55... 24:00
The E.U. begins to implement ergonomic safety regulations.

NEWSROOM CHRONICLE ... 00:30... 24:30
Student Bureau ... 02:30... 27:00
Credit card abuse creates serious problems for some college students.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Mideast Peace

1. When did Israel and Syria last meet to talk peace? What interrupted their negotiations? What is the

Golan Heights? Which nation currently controls the Golan? How did it acquire this control? According to Syria, what promise was made regarding the Golan Heights? Why has Israel continued to control this territory?

2. What happened on the first day (Monday) of this series of talks between Israel and Syria? Why were the representatives deadlocked? How does this deadlock illustrate the differences between the priorities of each country? According to the video, what demands has Israel made of the U.S.? How has U.S. President Clinton responded to those demands? Do you think the U.S. should "have to make a contribution" to peace between Israel and Syria? Why or why not?

3. Control of the Golan Heights is a sensitive and emotional issue for both Israel and Syria. Have students work in groups to research the issue of the Golan from both perspectives. The last two websites below offer news articles and commentary from Syria and from Israel, and may present good starting points for research. Share student information in class discussion. Challenge each student to write an editorial that might appear on one of these news sites, focusing on the prospect of Israel's relinquishing the Golan Heights in exchange for Syria's guarantee of peace and security for Israel.

LINKS:
http://cnn.com/2000/WORLD/meast/01/04/israel.syria.talks.03/index.html
http://www.sana-syria.com/
http://www.israelwire.com/

At Issue: Y2K Overreaction? : At Issue: Y2K Overreaction?

1. Summarize the differing views on whether we are "out of the woods" with regard to Y2K glitches. What kinds of problems were some experts predicting could happen as the new year began? Did any of these problems happen in your community? If so, did these problems impact your life or the lives of others in your family? Explain. If not, do you think that the possibility of Y2K glitches is now over? Why/why not?

2. One source estimates that the total tab for buying new computers and making software Y2K compliant came to an estimated $100 billion in the U.S., or about $365.00 for each resident. Assuming that computers in the private and public sector continue to operate smoothly, do students think this money was well spent or wasted? Generate a brief class discussion about the price of prevention in this and similar situations where catastrophe can be averted or minimized. Challenge each student to formulate his/her own opinion on Y2K preparation as a "Monday morning quarterback." Have students prepare and deliver brief (1-2 minute) commentaries on the issue. Videotape the commentaries and play them for the class.

LINKS:
http://cnn.com/2000/TECH/computing/01/04/y2k.thefix.ap/index.html
http://live.av.com/scripts/editorial.dll?bfromind=977&eeid=1330020&eetype=article&render=y
http://www.bankinfo.com/year2000/anxiety.html

EDITOR'S NOTE:
NATO
Golan Heights
Palestine
Israel
Syria
Y2K
glitch
computer meltdown

YOUR DAILY DESK

Business Desk : OSHA Rules

1. Review the costs of workplace injuries, both in human terms and in terms of lost productivity. What kinds of injuries are the focus of this latest federal action? Why? Why is it in the best interest of employers to try to reduce workplace injuries?

2. What are MSD's? What kinds of jobs are conducive to MSD's? How has the explosion of computer use impacted the kinds of injuries that occur in the workplace? What is ergonomics? How does ergonomics impact employee productivity and well-being? According to the U.S. government, how could changing rules on workplace ergonomics save businesses money? In spite of this, why do you think many in the business community will try to fight the latest OSHA rules?

3. Direct students to visit local office supply retailers to observe and list workplace products that are designed with ergonomics in mind. Have students share their lists. Discuss how furniture, lighting and equipment have adapted to the health and safety concerns of the work environment. Do students consider their classrooms ergonomically-friendly? If not, what changes would they suggest?

4. What is OSHA? Direct students to the OSHA website, the first website below, to learn more about this government agency and its purpose. Discuss the role of OSHA in promoting workplace safety. Next, refer students back to the introduction to this segment, where we learn that OSHA has announced its safety rules now apply to telecommuters. Patrick Cleary of the National Association of Manufacturers says that he believes this could eventually lead to OSHA inspecting offices in workers' homes. Do students agree or disagree with this assessment? Discuss the potential benefits and downsides of OSHA regulation of in-home offices.

LINKS:
http://www.osha.gov/
http://cnn.com/2000/US/01/04/home.office/index.html
http://www.redcross.org/atlanta/b_and_i/bi2.htm

EDITOR'S NOTE:
OSHA
repetitive motion
ergonomics
form and function
telecommuters

WORLDVIEW

Beyond the Iron Curtain: Iron Curtain Aristocrat : Beyond the Iron Curtain: Iron Curtain Aristocrat

1. Where is Czechoslovakia located? When did the communist regime fall in Czechoslovakia? Who is William Lobkowicz? Why is the prince buying and restoring castles in Czechoslovakia? How did Prince William Lobkowicz's upbringing influence his ability to implement this real estate venture? What challenges do you think are associated with this venture?

2. According to the video, what values are associated with the American work ethic? Do you think that work ethics vary from country to country? State your rationale.

3. "The Czechs are now completing the transformation of the formerly centralized state system into a parliamentary democracy and market economy." Explain how Prince William Lobkowicz's business ventures support this process.

4. What is an aristocracy? Refer groups of students to multimedia resources to research the history and role of aristocracy in a European nation, including the Czechoslovakian Republic. Have students determine how the aristocracy has influenced the cultural and political evolution of the nation. Ask students: Has the power and political influence of the aristocratic class changed during the last century? What are the benefits and drawbacks of having an aristocratic class or government? Following the discussion of these questions, ask students whether or not they think that the reclamation of the Lobkowicz's castles is a worthwhile venture. Do they support his efforts? Why/why not?

LINKS:
http://history1700s.about.com/library/weekly/aa050297.htm?iam=mt
http://www.russiatours.com/lobkowicz_details.htm
http://fmv.vse.cz/cz/castles/roudnice.htm
http://www.czech.cz/

Taking Care of Business : Iraq Oil

1. Have students share what they know about the Gulf War. What is the United Nations' Oil for Food Program? Why does Iraq want to invest more money in its oil industry? What type of environmental pollution is associated with oil manufacturing? How does Iraq deal with these environmental problems?

2. The aim of the Oil for Food Program is to offset the shortages and suffering caused by U.N. trade sanctions which have been in place against Iraq since the Gulf War, pending the destruction of all of Iraq's banned weapons. Refer groups of students to the websites below to learn about the Oil for Food Program, the current status of the humanitarian situation in Iraq, and the U.N. conventions on human rights. After groups share their information, have students discuss whether or not they think the trade program and the trade embargo violate the U.N. Charter and the U.N. conventions on human rights.

3. What are some of the uses for crude oil? To what degree is your country dependent on oil? Have students consult the websites below to investigate how Iraq and the international community might be affected if Iraq is unable to maintain its current level of oil production. After students have discussed these issues, divide your class into two groups to debate whether or not the U.N. Security Council should allow Iraq to use it excess revenues from its oil sales to repair its oil manufacturing systems. Direct students to consider political, humanitarian and economic issues when preparing their arguments.

LINKS:
http://www.un.org/Depts/oip/
http://www.wsws.org/news/1998/oct1998/iraq-o08.shtml
http://leb.net/IAC/UN1999.html
http://www.un.org/Depts/oip/panelrep.html
http://www.eia.doe.gov/emeu/cabs/opec.html
http://www.unhchr.ch/html/intlinst.htm

Inside Europe : Euro Ergonomics

1. What is ergonomics? What is repetitive stress injury? How many people in the United Kingdom suffer from ill health as a result of their work? What is the status of workplace safety regulations in the European Union? According to the video, why do governments need to institute workplace safety regulations? Do you agree with this assertion? Why/why not?

2. Ergonomics is "an applied science concerned with designing and arranging things people use so that the people and things interact most efficiently and safely." Refer students to the websites below to learn more about ergonomics, the ergonomic risk factors associated with occupational disorders, and the need for national ergonomic standards. Next, have students identify a list of professions and businesses within their community, including their school. Divide the class into small groups. Have each group of students visit one of these business to conduct an ergonomic assessment of the workplace to determine what types of ergonomic injuries might be associated with different jobs. Have each group write a report of its findings and share its information with the class and with the business managers.

LINKS:
http://www.osha-slc.gov/ergonomics-standard/index.html
http://www.osha-slc.gov/ergonomics-standard/heapptoc.html
http://www.ergonomics.org.uk/
http://www-iea.me.tut.fi/
http://www.lib.berkeley.edu/GSSI/eu.html

EDITOR'S NOTE:
Holy Roman Empire
exile
crude oil
sulfur
refineries
United Nations Security Council
European Union
repetitive tasks

NEWSROOM CHRONICLE

Student Bureau : Students and Credit Cards

1. According to the video, what percentage of college students have credit cards? What is the average balance students carry on their cards? Where do college students get credit cards? What kinds of problems do some students encounter with credit cards? Why do some students feel their schools are setting a bad example? Do you agree or disagree with this thinking? Explain.

2. What is meant by the "minimum payment" associated with credit cards? How could making just a minimum payment each month get a person into credit trouble? Why do you think the "pay later" mentality is so common among young people? How does this mentality catch up with many college graduates?

3. In the video we hear that there is a growing awareness that students need to be armed with information on how to manage credit. One expert advocates a credit card for college students, for emergencies only, adding that anything you can eat, drink or wear is not an emergency! What knowledge and advice do you think young people should have as they enter the world as consumers? Invite a financial counselor to discuss responsible credit management with your students. Ask the counselor to introduce your students to important terms involved in credit use, such as interest, teaser rate, balance and minimum payment.

LINKS:
http://stage.bankrate.com/qfn/news/cc/19980803.asp
http://www.iserv.net/~aqtimes/V18I7/ln-cards.html
http://www.usnews.com/usnews/edu/student/stcred.htm
http://www.studentcredit.com/learn.htm

EDITOR'S NOTE:
credit card
balance
debt
minimum payment

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 6, 2000

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:35... 02:10
Top Story ... 04:30... 06:40
U.S. authorities rule that Elian Gonzalez should be returned to his father in Cuba.

In The Headlines ... 01:45... 08:25
PUTIN LEADS IN RUSSIAN PRESIDENTIAL RACE

YOUR DAILY DESK ... 00:45... 09:10
Science Desk ... 02:25... 11:35
Scientists have completely mapped human gene #22.

WORLDVIEW ... 00:25... 12:00
Beyond the Iron Curtain: Iron Curtain Odyssey ... 04:00... 16:00
Two German villages reunite after being divided during the Cold War.

Check It Out: Yugoslavia Heating ... 07:00... 23:00
In Yugoslavia, oil shortages cause major problems.

NEWSROOM CHRONICLE ... 00:45... 23:45
Democracy in America: Vanishing Voter ... 03:15... 27:00
Most American voters appear disinterested as the presidential campaign gears up.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Cuban Boy Dispute

1. Who is Elian Gonzalez? How did he come to the U.S.? How has Elian been caught in an international tug of war? What decision did the U.S. Immigration and Naturalization Service make yesterday regarding his case?

2. What is the current political climate between the U.S. and Cuba? Who is Cuba's current leader? Why has the U.S. imposed an economic embargo against Cuba? In what way has the case of Elian Gonzalez become a symbol of the struggle between the two political systems?

3. How have many Cuban-Americans reacted to the decision by the INS? How did Elian's American family react? Who is the family asking to override the INS decision? Do you think the Attorney General should overrule the INS? State your rationale.

4. What were reactions in Cuba to the decision to send Elian back to his father? Why do you think Elian's father, Juan Miguel Gonzalez, has refused comment on the decision? According to the video, why has Mr. Gonzalez declined to go to the U.S. to retrieve his son? Do you agree with his decision? Why/why not?

5. Some believe that since Elian Gonzalez came to the U.S. among a group of refugees who were fleeing Cuba, and that his mother died in the effort, he should be allowed to ask for political asylum in the U.S. Have students work in groups to learn more about political asylum and the conditions under which a person may seek it in the U.S. Share student findings. Invite an attorney who specializes in immigration law to explain the concept of political asylum to the class. Should Elian Gonzalez be eligible for status as an asylee? Why or why not?

LINKS:
http://cnn.com/2000/US/01/05/cuba.boy.04/index.html
http://www.ins.usdoj.gov/graphics/index.htm
http://www.immigrationforum.org/facts.htm
http://www.ins.usdoj.gov/graphics/AsylumHDI.htm

In The Headlines : In The Headlines

1. Who is Vladimir Putin? How did he become Russia's current president? Why is he considered the frontrunner for the presidency when elections take place in March? How could the operation in Chechnya impact Mr. Putin's political career? What political downsides might the war in Chechnya inflict on President Putin's legacy?

2. What is the current political climate in Russia? Who will be running for Russia's president in March, and what interests does each candidate represent? Have students work in groups to conduct research on the upcoming Russian presidential election. Share group findings. Discuss the different political parties and agendas that will be represented in this election and the possible implications for its outcome. Why should individuals in countries outside Russia be interested in the election results? Discuss.

LINKS:
http://cnn.com/SPECIALS/1999/yeltsin/
http://russiatoday.com/news.php3?id=123114
http://www.csudh.edu/global_options/375Students-Sp96/Russia/PolitSys.html

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EDITOR'S NOTE:
Elian Gonzalez
Fidel Castro
Immigration and Naturalization Service
civil disobedience
Vladimir Putin
Boris Yeltsin

YOUR DAILY DESK

Science Desk : Genetics 101

1. What recent accomplishment did the National Human Genome Research Institute achieve? On which chromosome did they focus? What is the total amount of genes located on all human chromosomes combined? How many are located on the chromosome? Do you think this had a determining impact on scientists when selecting the first chromosome to map? Why or why not?

2. What genetic milestone did scientists achieve a year ago? How long did it take scientists to identify over 100,000,000 chemical sequences in this worm? What do you think are some of the possible future benefits of this kind of research for humankind? Are there any applications of this research that you feel need to be carefully watched or avoided? Explain.

3. Have your students explore the steps that occur as DNA is translated into recognizable human traits. Working in small groups, have students prepare drawings, models, or graphics to demonstrate and explain one of the following:
   - The chemical structure of DNA including the combinations of nitrogen bases
   - The structure and function of an amino acid
   - The structure and function of a protein or enzyme.

   Make sure at there is at least one group assigned to each step and have groups present their topics in the order given above. Then discuss how proteins form the structure of our bodies, using fingernails or hair as an example. Relate this information to the news story by explaining how the DNA ultimately sets the stage for what color hair, fingernail hardness, eye color, etc. a person will have.

LINKS:
http://www.ornl.gov/hgmis/resource/info.html
http://www.sb.com/rd/dna_a.htm
http://www.nhgri.nih.gov/NEWS/Finish_sequencing_early/what_is_DNA.html

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EDITOR'S NOTE:
chromosomes
genes
DNA
heredity
genome

WORLDVIEW

Beyond the Iron Curtain: Iron Curtain Odyssey : Beyond the Iron Curtain: Iron Curtain Odyssey

1. What was the Iron Curtain? When and under what circumstances were Zicherie and Boeckwitz divided? What were the differences between Zicherie and Boeckwitz's political systems? When did the reunification of Germany take place? How have the Boeckwitz and Zicherie's economies fared since the reunification of Germany?

2. During the 1950s, a system of parliamentary democracy with free and contending political parties was firmly established in West Germany. In East Germany a socialist dictatorship was established and carefully monitored by the Soviet Union. Have students consult multimedia resources to learn more about these political systems and their impact on the German people. Have students compare and contrast the benefits and drawbacks of these political systems. Direct students to support their findings with examples.

3. Generate a class discussion about the Cold War, when and why it took place, and what nations were aligned in this conflict. Then have groups of students conduct research to learn more about the

Berlin Wall and its place in the Cold War. Share group findings in a class discussion. How was the Wall both a physical barrier and a psychological symbol? How is the Wall perceived by those who live in Germany today? How are Zicherie and Boeckwitz representative of post-Cold War Germany?

LINKS:
http://cnn.com/WORLD/europe/9911/08/wall.cold.war.ap/
http://lcweb2.loc.gov/frd/cs/detoc.html
http://www.appropriatesoftware.com/BerlinWall/welcome.html
http://members.aol.com/johball/berlinwl.htm

Check It Out: Yugoslavia Heating : Check It Out: Yugoslavia Heating

1. Have students share what they know about the conflict in Kosovo and the post-war status of Serbia. What are Serbia's primary sources of energy? How did the war affect Serbia's energy industry? Why has the international community imposed oil sanctions on Serbia? How are these sanctions impacting Serbian citizens?

2. While some people see sanctions as an alternative to military violence, others condemn them for their often devastating humanitarian effects. Refer groups of students to online resources to investigate the use of international sanctions against countries such as Iraq, Yugoslavia and North Korea. Have students identify the results of the sanctions. After the group presentations, ask students: Do you think the oil sanctions against Serbia will be effective in bringing about the desired political results? Explain. In your opinion, should the oil sanctions be lifted? Why/why not?

3. What is the European Union's Energy for Democracy Program? Why has the Serbian government rejected oil supplies from the E.U.? How do you think the citizens of Pirot feel about President Milosevic's decision to reject the oil? Do you think the Energy for Democracy Program will be successful? Why/why not? Do you think the international community should provide humanitarian and economic aid to Yugoslavia? Why/why not?

4. Like many other Balkan nations, Serbia faces the problem of not having an adequate supply of fossil fuels. According to experts, "economic survival in the modern world, as well as a general raising of the standard of living of a population, depends heavily on the availability of reliable and relatively inexpensive energy." Have students create web charts that depict how energy is important to different aspects of Serbia's infrastructure. Discuss how energy is essential to the development and stability of Serbia. Then ask students: How might Serbia improve its energy infrastructure? Could Serbia utilize non-fossil fuels? Explain. Would Serbia need the help of other countries to strengthen its energy infrastructure? If so, would the leadership of Serbia's government need to change?

LINKS:
http://www.seerecon.org/
http://cnn.com/SPECIALS/1998/10/kosovo/
http://energyindustry.about.com/library/weekly/aa062499.htm?iam=mt
http://www.piwpubs.com/PRoilsants.htm
http://www.gov.yu/

EDITOR'S NOTE:
Cold War
Germany
buffer zone
reunification

Serbia
oil sanctions
NATO
Energy for Democracy Program

NEWSROOM CHRONICLE

Democracy in America: Vanishing Voter : Democracy in America: Vanishing Voter

1. According to the video, what percent of American voters are not interested in this year's presidential campaign at this point? Does this number surprise you? Why or why not? What group of voters seems to be especially disinterested? Why?

2. In the video we are told that "in good economic times, the younger generation... sees most good things coming from the private sector." In other words, they don't see the government as responsible for their quality of life. Do you agree or disagree with this line of thinking? Explain. Whether or not you agree, do you think this is a reason not to be active in the political process? Explain.

3. In addition to the disconnect many young people feel between themselves and the government, many young and old voters cannot identify the candidates and their positions on issues. What factors may be responsible for this trend? Do you know who is running for president? Relate what you know about who is running and the positions of these candidates. Do you think the average voter knows more or less about these candidates than you do? Do you think that the fact that only 20% of eligible voters are expected to participate in the primaries is acceptable, or should that number be higher? State your rationale.

4. Generate a class discussion about the problems associated with voter apathy in a democratic republic. How could a lack of voter interest and participation be dangerous for the U.S. political system? What can be done to generate interest in the political process? After a brief discussion, have students consider these proposals that some have offered (and some governments have implemented in other places) to promote voter participation:
   1. Mandatory voting (all citizens must vote or be in violation of the law)
   2. Fewer elections (combining local/state/national elections for fewer trips to the polls)
   3. A national holiday for election day, requiring all businesses to cease operation so that everyone who is eligible can vote
   4. Online voting.

   Divide the class into four groups, and have each group choose one of these options to consider and discuss. What are the benefits and drawbacks of each? Allow each group to present its views and discuss which, if any, of these approaches might have a positive impact on voter turnout.

LINKS:
http://www.vote-smart.org/youthsurvey.phtml?checking=/
http://ncec.org/links/guides.html#voting
http://www.coast.net/~misenate/rep/vote/votefaqs.html

EDITOR'S NOTE:
primary season
eligible voter
private sector
apathy

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 7, 2000

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:40... 02:10
Top Story ... 02:40... 04:50
The U.S. Commission on Presidential Debates decides how candidates will be chosen for its national debates.

YOUR DAILY DESK ... 00:45... 05:35
Editor's Desk ... 02:35... 08:10
A new service enables teachers to find out if students are plagiarizing term papers.

WORLDVIEW ... 00:20... 08:30
Beyond The Iron Curtain: European Gypsies ... 04:05... 12:35
Gypsies are fleeing Eastern Europe because of racial discrimination.

Artistry in Action: Shanghai Art ... 03:30... 16:05
Modern Artist Pu Jie helps introduce the modern art movement to China.

NEWSROOM CHRONICLE ... 01:00... 17:05
Student Bureau ... 10:00... 27:05
The students encounter Untouchables, the outcasts of Indian society.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: The Debate Debate

1. Why did the Democratic and Republican presidential contenders hold debates in New Hampshire this week? Why are they headed for Iowa next week? (Note: If necessary, refer students to their texts or other resources to help them understand the purpose of primaries and caucuses.) Once party nominees are chosen for the presidential race, nationally-televised debates are held in which some of the candidates participate. Why do you think that every candidate is not asked to participate in these debates?

2. Summarize the decision made by the Commission on Presidential Debates. When and how will the determination on candidate participation be made for each debate? What will happen to candidates

who do not get at least 15% of surveyed voters? Do you think the Commission's criterion for participation is fair? Why/why not?

3. Who is Ross Perot? Why did he sue the Commission? What was the outcome of the suit? Why was his suit significant? When was the last time a third party nominee participated in a presidential debate? How can inclusion in a televised debate impact a lesser-known candidate's chances for election? In a broader sense, how might inclusion in a televised debate impact the election, even if no third party candidate wins?

4. Lead a class brainstorming session to generate a list of political parties, other than the Democrats and Republicans, found in the U.S. If necessary, direct students to consult online and other resources to locate names of these parties. Then divide the class into small groups, and have each group research one of these political parties, including its platform and presidential candidate in this or the previous (1996) election. Direct each group to present its findings. Then ask: Should the nominee of each of these parties be allowed to participate in a nationally-televised debate? Discuss whether the Commission's decision is likely to help or hurt third parties in the U.S.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/01/06/debate.rules/index.html
http://www.debates.org/
http://www.opendebates.org/
http://209.67.29.11/news/e98/e167.htm
http://www.gallaudet.edu/~dpenna/Parties1.html

EDITOR'S NOTE:
Presidential Debates Commission
third party candidate
hypothetical
Ross Perot
Jesse Ventura
Donald Trump
poll

YOUR DAILY DESK

Editor's Desk : Internet Detective

1. What is "plagiarism"? What is Plagiarism.org? Who invented this computer service? How does this service work?

2. Refer students to the websites below to research the prevalence and consequences of plagiarism. Share student findings. In most academic institutions plagiarism is grounds for suspension or expulsion. Do your students think these consequences are fair? Why/why not?

3. Why do you think people plagiarize the work of others? Plagiarism is a form of cheating. Do you think most students cheat? Explain. According to a report in Online U.S. News, "In a recent survey conducted by Who's Who Among American High School Students, 80 percent of high-achieving high schoolers admitted to having cheated at least once; half said they did not believe cheating was necessarily wrong and 95 percent of the cheaters said they have never been caught." What do you think of these findings? Why might some people find these results a disturbing commentary on American society?

4. Help your class replicate this survey with the students in your school. The students' responses

should be anonymous. Have your students compare their results to the results of the Who's Who survey. Then have your students write a critical analysis of their findings, and disseminate their report to the students at your school.

LINKS:
http://www.plagiarism.org/
http://alexia.lis.uiuc.edu/~janicke/plagiary.htm
http://edcen.ehhs.cmich.edu/~mspears/plagiarism.html
http://www.usnews.com/usnews/issue/991122/cheating.htm
http://www.asee.org/prism/december/html/student_plagiarism_in_an_onlin.htm

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EDITOR'S NOTE:
plagiarism
Internet
conscience
cheating

WORLDVIEW

Beyond The Iron Curtain: European Gypsies : Beyond The Iron Curtain: European Gypsies

1. Who are the Romanies? Why are Gypsies fleeing Eastern European countries? Why and how have the Romanies been victims of racial discrimination? According to the video, Czechoslovakia is being denied admittance into the E.U. because of the racial discrimination that is occurring in the country. What is your opinion of this situation?

2. What is racism? How does racism affect individuals and society? Give examples. Why do you think racism occurs? Can racism be prevented? Explain.

3. Refer students to the websites below to research the history of the Gypsies. Have students create a timeline that depicts the migration of the Gypsies and evolution of Gypsy discrimination. Then, have students identify the steps that are being taken to abolish Gypsy discrimination, such as the United Nations recognizing the International Romani Union.

4. Inform students that media has the power to shape and influence attitudes and beliefs. Group students. Have each group examine either movies, TV, radio, Internet, magazines, newspapers, or music to determine how different ethnic groups are portrayed in the media. Direct students to note any political biases in the show or publication, and if the ethnic portrayals of the individuals promote racism. Have students compare and contrast their findings.

LINKS:
http://www.unionromani.org/
http://www.flamenco.org/gypsy.html
http://www.geocities.com/Paris/5121/patrin.htm
http://www.magenta.nl/crosspoint/
http://cnn.com/US/9812/03/holocaust.gypsies.reut/
http://www.czech.cz/

Artistry in Action: Shanghai Art : Artistry in Action: Shanghai Art

1. Who is Pu Jie? What is Pu Jie's style of painting? How did Pu Jie's upbringing influence his art work?

2. According to Pu Jie, twenty years ago his art work would have gotten him into trouble. What do you think Pu Jie means? How has China changed during the last 20 years? Why is Pu Jie's art politically, culturally and historically significant?

3. Refer students to multimedia resources to learn more about the evolution of the modern art movement. Next, as a class, have students identify the political and social issues that are central to modern life. Then, challenge each student to create a piece of art in the spirit of "cynical realism," that reflects a modern day political or social issue. Direct students to use one of the following mediums: Collage, sculpture, or painting. Have students share their work and discuss the significance of each piece.

LINKS:
http://www.shanghart.com/sh-pj.htm
http://www.shanghart.com/sh-pj-text.htm#text
http://www.chinese-art.com/volume2issue2/image100/feature/feature1.htm
http://www.moma.org/

EDITOR'S NOTE:
Romanies
Gypsy
cynical realism
icons
avant-garde

NEWSROOM CHRONICLE

Student Bureau : Millennium Voyage: India's Caste System

1. How is Indian society divided? What is a caste? Who are the Untouchables? What do most Untouchables call themselves today? Why do most Indians avoid physical contact with members of this group?

2. Although it is outlawed in Indian society, discrimination by caste still exists. What evidence is there in the video that illustrates this discrimination against the Untouchables? Describe the living conditions in the Dalit village and in the slum. What kinds of jobs did most of the residents have?

3. Why do most children of the Untouchables lack education? According to Hindu Law, why is a person born into a particular caste? Why do some Dalits change their religion and convert to Christianity? In spite of dissatisfaction with this system, why do some Indians believe it is a part of their society that will never change?

4. Some Indians believe that the caste system, with all its shortcomings, is beneficial in that it "maintains order" in Indian society. Ask students to consider reasons why those who live under this system might be satisfied to live with it. Have students work in groups to research India's classes and caste system. Direct each group to present its findings. Discuss the overall impact of this system on India's politics, economy and society.

5. Discrimination exists in many societies and in many forms. Generate a class discussion on the topic of discrimination and whether it is a problem in your community. Ask students if they have ever been victims of discrimination due to their age or other factors. After brief discussion, challenge each student to write a journal entry about the negative effects of discrimination on individuals and on society.

LINKS:
http://www.csuchico.edu/~cheinz/syllabi/asst001/spring98/india.htm
http://www.mtholyoke.edu/acad/intrel/caste.htm
http://www.goa-world.net/magazine/caste.htm
http://www.sltrib.com/1998/apr/04041998/nation_w/31178.htm
http://www.geocities.com/Athens/Olympus/8192/caste.html

EDITOR'S NOTE:
class
caste system
Dalits
Untouchables
Hindu
Brahmin
slum
resentment

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 10, 2000

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:05... 01:05

TODAY'S NEWS ... 00:40... 01:45
Top Story ... 05:40... 07:25
-A congressional subpoena filed by Rep. Dan Burton may delay Elian Gonzalez's return to Cuba.
-Protester in Havana, Cuba demand the return of Elian Gonzalez.

At Issue: Digital Divide ... 02:15... 09:40
New and more affordable technologies are making it possible for developing countries to participate in the IT revolution.

YOUR DAILY DESK ... 00:40... 10:20
Environment Desk ... 03:40... 14:00
There is a battle brewing in New York over acid rain.

Turner Website Information ... 00:40... 14:40
Information on the CNN NEWSROOM Daily Guide

WORLDVIEW ... 00:40... 15:20
Beyond the Iron Curtain: Marx Lives ... 03:40... 19:00
CNN's Richard Blystone visits a school named for the Father of Communism, ten years after the fall of the Iron Curtain.

Check It Out: Indonesia Orangutans ... 03:05... 22:05
Indonesia's orangutans are victims of the destruction of their forest habitat.

Wild Kingdom ... 02:30... 24:35
Some of Thailand's elephants face "unemployment."

NEWSROOM CHRONICLE ... 00:20... 24:55
Charitable Auto Worker ... 02:45... 27:40
Philanthropist Matel Dawson has donated over $1 million to help finance the education of college students.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Cuban Boy Dispute

1. Who is Elian Gonzalez? How did he come to the U.S.? How has Elian been caught in an international tug of war? What is the current political climate between the U.S. and Cuba? In what way has the case of Elian Gonzalez become a symbol of the struggle between these two political systems? How do you think Elian has been affected by his ordeal?

2. What is the U.S. Immigration and Naturalization Service's (INS) position on the case of Elian Gonzalez? Why are people rallying in Havana? Why did Rep. Dan Burton file a congressional subpoena? Do you think the subpoena is legal? Explain. Will the subpoena affect the ability of the INS to carry out its decision to send Elian back to Cuba by Friday? Why/why not? In your opinion, will the case of Elian Gonzalez impact relations between the U.S. and Cuba? Explain.

3. What, if any, additional information should government officials obtain to determine the fate of Elian Gonzalez? Rep. Burton states that Elian is "entitled to due process of law." What is "due process"? In your opinion, should Elian be allowed to appear before the congressional committee? Explain. Do you think Elian should be returned to his father in Cuba or remain in the U.S.? Explain.

4. The media captured Elian attending the Three King's Celebration in Miami's Little Havana. Do you think the media's coverage of this event was politically biased? Explain. Refer students to multimedia resources, including the last three websites below, to compare and contrast the coverage of Elian's case by the U.S. and Cuban media. Have students identify whether or not the coverage is politically biased.

LINKS:
http://www.ins.usdoj.gov/graphics/index.htm
http://www.immigrationforum.org/facts.htm
http://www.ins.usdoj.gov/graphics/AsylumHDI.htm
http://gallery.uunet.be/internetpress/cuba.htm
http://www.unipr.it/~davide/cuba/HomePage.html
http://cnn.com/2000/US/01/09/cuba.boy.02/index.html

At Issue: Digital Divide : At Issue: Digital Divide

1. How many people in the world are illiterate? What percentage of humanity is excluded from the benefits of technology? What is the "digital divide"? What are the differences between fiber optic, wireless and satellite technology?

2. What is "information technology (IT)"? As a class, discuss how IT has impacted civilization during the last twenty years. Direct students to consider the effects of IT on education, businesses, health and science. Then refer students to online resources to investigate the benefits and drawbacks of opening information markets in developing countries. Will opening these markets create opportunities, or will they increase the information gap between rich and poor countries?

3. According to a recent U.N. report, some experts believe that "Knowledge, more than ever, is power. The one country that can best lead the information revolution will be more powerful than any other." Have each student write an essay explaining the meaning of this quote, and whether or not they agree with its thesis. Instruct students to support their opinions with facts.

LINKS:
http://www.unesco.org/webworld/infotech/icttel.htm
http://www.undp.org/comm/
http://www.unrisd.org/infotech/index.htm
http://www.wirelessweek.com/

EDITOR'S NOTE:
Three King's Celebration
subpoena
Immigration and Naturalization Service
political asylum
Cuba
developing countries
information technology

YOUR DAILY DESK

Environment Desk : Acid Rain Battle

1. What is acid rain? What chemicals combine with water to make acid rain? What is the origin of these chemicals? What are the adverse effects of acid rain? Do you think these adverse effects are cause for immediate concern? Why or why not?

2. Describe the controversy in New York concerning acid rain and power plants. What is the New York Attorney General's position? What is the position of American Electric? With which organization do you agree? Why? Do you think this is a local problem or one that crosses state borders? What effect do you think raising the height of power plant smokestacks has had on the spread of their noxious gasses?

3. Scientists often use the pH scale when measuring or communicating the acidity or basicity of a liquid. A pH of seven indicates a neutral substance. Normal rain has a pH of 5.6. Rain isn't considered to be "acid rain" until its pH goes below 5.0. Each successive whole number going up or down from seven indicates the liquid is ten times more basic or acidic. To indicate pH, scientists often use a pH indicator liquid that changes colors. Working in small groups, have students use a pH indicator liquid to determine the pH order of a group of liquids. Have each group do the following:
    1. Place a sheet of plastic wrap down where you are going to perform this experiment.
    2. Place one sheet of paper towel down over the plastic wrap, taping down the edges.
    3. Place six drops of grape juice concentrate onto the paper towel sheet. Make sure the drops are spread out evenly in one row straight across.
    4. Wait a few seconds for the drops to soak in and then repeat the process. Make sure to place the second round of drops exactly where you placed the first. Circle the area where you placed the drops with a crayon or pencil. Students should not use a felt tip pen or marker.
    5. Let the paper towels dry overnight.
    6. The following day, place small amounts of lemon juice, tomato juice, carrot juice, laundry soap, vinegar and bleach into containers with their own pipettes. Caution: please make sure students understand that these liquids need to be handled with care and that they need to avoid breathing them in or getting them in their eyes.
    7. Have groups place two drops of each substance into its own circled area on the paper towel and observe and document the color changes. The acids used should turn the circled spots yellow or green, and the bases used should turn them a darker shade of purple.
    8. Have students speculate the pH order of the liquids, and place them in order from lowest (acids) to highest (bases) on a chart.

    Although there is room for variation, the list should be somewhat similar to this one: lemon juice, vinegar, tomato juice, carrot juice, laundry soap and bleach. Have students discuss their findings. Inform students that acid rain is usually somewhere between tomato and carrot juices on the pH scale.

LINKS:
http://www.utexas.edu/ftp/depts/grg/ustudent/gcraft/fall96/patel/projects/fall96/acidrain/index.html
http://www.epa.gov/acidrain/student/student2.html
http://www.epa.gov/acidrain/student/aciddef.html
http://redtail.eou.edu/lessons/keys/pHreference.html

EDITOR'S NOTE:
emissions
grandfathered

WORLDVIEW

Beyond the Iron Curtain: Marx Lives : Beyond the Iron Curtain: Marx Lives

1. Who is known as the Father of Communism? Ten years after the demise of communism in Eastern Europe, why hasn't the name of the Karl Marx School changed? According to Principal Uwe Schmidt, how has the school changed? Why are the school's administrators having to "re-think all over" their experiences and beliefs, and restructure their teaching?

2. What do the students who attend the school know about Karl Marx? What do you know of him? What is communism? How would you explain it to someone who knows nothing about it?

3. Karl Marx argued that the history of every society is a history of class struggle. What does this mean? If students are unfamiliar with Marxism, assist them in conducting research to learn more about this ideology and share their information with the class. Ask students to recall which countries were communist during the Cold War. What circumstances led to their communist political systems and economies? Discuss how some of the political and economic theories promoted by Karl Marx evolved into the communist systems of the 20th century.

4. One student at the Karl Marx School says that her father told her that "not everything in the past was bad." What aspects of life in Germany might some argue are worth preserving? Divide the class into two groups. Assign one group to research the history of Germany from the end of World War II to the fall of the Berlin Wall, and the other group to research the political and economic state of Germany since reunification. Have each group present its findings. Discuss the challenges Germany faces since reunification. Why might some Germans want to retain something of the past?

LINKS:
http://www.hartford-hwp.com/cp-usa/manifesto.html
http://library.thinkquest.org/3376/Marx.htm
http://www.geocities.com/CollegePark/Quad/5889/marx.htm
http://www.encyclopedia.com/articles/05039.html
http://www.bgconnection.com/pages/economy.html

Check It Out: Indonesia Orangutans : Check It Out: Indonesia Orangutans

1. What is happening to Indonesia's orangutans? Why? What are authorities doing with the orphaned orangutans they find? What could happen to the orangutan species if its habitat cannot be reclaimed?

2. Explain how human action is threatening the orangutan. How are farmers and loggers partially responsible for the declining numbers of orangutans? Carey Yager of Conservation International says, "Orangutans are sort of a litmus test of what quality our forests are in. If orangutans can't

survive, other species can't survive." What does this statement imply for Indonesia's forest ecosystem? What evidence from the video supports your answer?

3. Inform your students that the word orangutan means "Person of the Forest." In fact, orangutans are known as the animal kingdom's puzzle-solvers for their ability to think their way through challenging circumstances. Challenge your students to learn more about this unique species, its habits and abilities. Have them work in groups to conduct research on the orangutan. Then have each group use its findings to create a 1-2 minute public service announcement on the importance of saving the orangutan, and perform its announcement for the class.

LINKS:
http://www.zoo.org/educate/fact_sheets/orangutan/orangutan.htm
http://www.zooatlanta.org/html/con-oran.htm
http://www.animalwelfare.com/wildlife/q47-1ora.htm

Wild Kingdom : Thailand Elephants

1. Why are some of Thailand's elephants losing their jobs? Into what industry are some elephants being led? What usually happens to elephants that are injured? Why was Motola spared?

2. Why are some "unemployed" elephants often killed? What are some elephants doing on the streets of Bangkok? Why is this a dangerous situation for the animals as well as the humans? How is the international community responding to the plight of the elephants?

3. Direct your students to learn more about the elephant's place in Thai culture. Share student findings. Is there an animal that holds a similar significance in your students' cultures? If so, what is it? Discuss what would happen if that species were endangered or under durress. Direct each student to write an essay in response to the following question: Should the government of Thailand do more to help its elephants?

LINKS:
http://welcome-to.chiangmai-chiangrai.com/elepthai.htm
http://welcome-to.chiangmai-chiangrai.com/elep.htm
http://thaifocus.com/elephant/news/index.htm

EDITOR'S NOTE:
communism
socialism
Iron Curtain
Communist Manifesto
class struggle
conservationists
litmus test

NEWSROOM CHRONICLE

Charitable Auto Worker : Charitable Auto Worker

1. Who is Matel Dawson? How did Mr. Dawson accumulate his wealth? What is Mr. Dawson's legacy? Why has Mr. Dawson chosen to give away his money?

2. What is philanthropy? Why do you think some people, including Hillary Rodham Clinton, consider

Mr. Dawson to be a hero? Explain. In the video, Mr. Dawson states that he "wants to be a credit to the African American race." What do you think he means by this statement? How do Mr. Dawson's donations benefit his scholarship recipients and society as a whole?

3. Refer students to multimedia resources, including the last website below, to learn more about philanthropy and charitable causes. Then, ask students to imagine that they are wealthy philanthropists. Have each student write an essay identifying the causes and organizations that they support, and why they support these causes. After students share their essays, ask: If you had millions of dollars would you donate any of your money to charity to benefit mankind? Why/why not?

LINKS:
http://www.media.wayne.edu/iws.back.issues/cn_9_16_99/dawson.html
http://www.media.wayne.edu/iws.back.issues/CN_4_22_99/dawson.html
http://www.pj.org/

EDITOR'S NOTE:
legacy
philanthropy

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 11, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 05:05... 07:40
-AOL and Time Warner announce plans to merge.
-U.S. regulatory agencies must decide which agency will oversee the merger.

In the Headlines ... 01:35... 09:15
-As Mideast peace negotiators begin a one week recess, Israelis in Tel Aviv protest the Land For Peace Deal. -U.S. Judge grants temporary custody of Elian Gonzalez.

YOUR DAILY DESK ... 01:00... 10:15
Cell Phones ... 02:45... 13:00
A news study suggests that long-term cell phone use may cause memory loss.

WORLDVIEW ... 01:00... 14:00
Inside the Iron Curtain: Danube River ... 04:00... 18:00
NATO's Kosovo campaign has had adverse effects on Danube River commerce.

Around the World ... 03:00... 21:00
There are signs of stress among NATO allies.

Inside North America ... 02:30... 23:30
The Census Bureau's data on the past century paints a portrait of a changing United States.

NEWSROOM CHRONICLE ... 01:15... 24:45
Democracy in America: Tipper Gore Profile ... 02:15... 27:00
Tipper Gore is one of her husband's most valuable campaign assets.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : AOL-Time Warner Merger

1. What are Time Warner and AOL? Why is their merger significant? What are some of the services and brand names that will be offered by the new company? How will AOL and Time Warner benefit from the merger? How will the merger impact consumers and the global community? What steps must be taken for the merger to be approved?

2. What was the pony express? How did the pony express and the telephone transform communication? How do you think the AOL-Time Warner merger might revolutionize the way people get information?

3. Describe the differences between vertical and horizontal mergers. What might happen if other media/Internet mergers were to occur? Identify the benefits and drawbacks of a monopoly. What are the FCC, FTC, SEC and DOJ? What are their roles in mergers? Why in a free market economy do we need government agencies to approve mergers?

4. Refer groups of students to multimedia resources, including the websites below, to research various mega mergers. Have each group identify how regulatory agencies impacted the merger, and the benefits and drawbacks of the merger, for both employees and consumers. Instruct groups to share their findings and discuss.

LINKS:
http://cnnfn.com/2000/01/10/deals/aol_warner/
http://cnn.com/cnnfn/
http://www.sec.gov/
http://www.ftc.gov/
http://www.fcc.gov/
http://www.usdoj.gov/

In the Headlines : In the Headlines

1. Why are Israelis protesting in Tel Aviv? What is the goal of the peace talks in Shepherdstown, West Virginia? What is the status of the Israeli-Syrian peace talks? In your opinion, can peace be achieved between Israel and Syria? Explain.

2. Why did the judge in Miami, Florida issue a temporary custody order for Elian Gonzalez? Do you think the case is within the judge's jurisdiction? Explain. Why is the judge's ruling politically significant? Do you agree with the judge's decision? Why/why not?

LINKS:
http://cnn.com/2000/WORLD/meast/01/10/israel.syria.05/index.html
http://www.sana-syria.com/
http://www.israelwire.com/
http://cnn.com/2000/US/01/10/cuba.boy.02/index.html
http://www.ins.usdoj.gov/graphics/index.htm

EDITOR'S NOTE:
Internet Century
vertical integration
horizontal mergers
regulatory agency
peace talks
Golan Heights
Cuba
temporary custody

YOUR DAILY DESK

Cell Phones : Cell Phones

1. According to a recent study conducted by Dr. Henry Lai, what potential health risk is associated with the long-term use of cell phones? Why are some scientists skeptical about this study's findings? What is the Federal Drug Administration? According to the FDA, what can people do to avoid the potential health problems associated with cell phone use?

2. Approximately 80 million Americans use cell phones. Why do you think cell phones are so popular? If the study's findings are accurate, how might long-term cell phone use affect individuals and society? Do you think this study's findings will compel people to stop using cell phones? Why/why not?

3. Cell phones are one example of a technological innovation that is used to enhance people's lives. Have students brainstorm a list of devices that are used for work and recreation, such as cars, computers, tanning beds, and microwave ovens. Group students. Have each group prepare a presentation about the direct and indirect health risks associated with one of these devices. Each groups should identify if the device harms the environment, and if so, how the environmental problems might affect the health of individuals. After each presentation, have students consider whether the device's potential health risks outweigh the benefits of using the device. Ask: Do you think people should use the device? Why/why not?

LINKS:
http://www.electric-words.com/laisingh/laiindex.html
http://mentalhealth.about.com/library/archives/1299/blcellphonerat.htm?iam=mt
http://www.wired.com/news/technology/0,1282,32280,00.html
http://www.fda.gov/cdrh/ocd/mobilphone.html
http://www.point.com/articles/739.asp
http://www.4cellphones.com/spotlight.s

EDITOR'S NOTE:
microwave radiation
cell phones
Federal Drug Administration

WORLDVIEW

Inside the Iron Curtain: Danube River : Inside the Iron Curtain: Danube River

1. Describe the state of the Slovak Shipbuilding Company seen that a visitor might have seen one year ago. What has happened to the company since then? Why?

2. Explain how the company's engineers have met "a jumble of bureaucracy." How much money does the company believe it has lost so far? What are the "ripple effects" of this economic crisis?

3. Napoleon Bonaparte called the Danube "the greatest of rivers." The Danube is the second largest river in Europe; it flows through 11 countries. This helps to explain why the impact of restricted commerce on the Danube is so profound. Assist your students in conducting research to learn more about the geography of the Danube and its importance to European commerce. What nations are

impacted by the disabling of commerce and transportation on the river? Share student findings. Discuss how the problems on the Danube could have ripple effects through other parts of Europe as well as around the world.

4. Why did NATO initiate bombing raids over the Balkans last year? Have students consult the Internet and news resources to learn more about the NATO raids and their purpose. Have students share their findings. Discuss the end result of the bombing: Did NATO allies achieve their objective? Have each student write an essay discussing the bombings and their consequences. In their essays, have students offer their answers to this question: How is the current state of the Danube, "a reminder that history doesn't move just one way?"

LINKS:
http://www.rivernet.org/danube.htm
http://www.unops.org/5proin/5pi2006.html
http://ens.lycos.com/ens/may99/1999L-05-19-05.html
http://www.nando.net/Kosovo/story/general/0,2773,36139-58230-425998-0-beaufort,00.html

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Around the World : NATO Defense

1. How did the war in the former Yugoslavia illustrate the military gap between the U.S. and its NATO allies? What is a "paper tiger"? Why does the NATO's secretary-general call the European military a "paper tiger"? Among the NATO allies, which two are the only countries that have increased military spending?

2. What signs are there that Europeans are interested in weaning themselves off military reliance on the U.S.? In spite of the benefits of these proposals, why is the U.S. concerned about them? In what way could such European military forces weaken NATO? On what other key issue are the U.S. and its European allies split? Why does the U.S. claim the national missile defense system is needed? Why are the European allies concerned?

3. What is NATO? When and why was it created? Which nations are members? Have students work in groups to conduct research on the history and purpose of NATO. The websites below should be of assistance. Share group information. The State Department maintains that the enlargement of NATO to include more member nations is in the best interest of the U.S., yet with growing numbers often comes more differences of opinion. How would students suggest that the organization balance its common goals with differences of opinion among its members? Discuss.

LINKS:
http://www.nato.int/
http://www.nato.int/welcome/home.htm
http://www.state.gov/www/regions/eur/natoindex.html

Inside North America : 20th Century Changes

1. What does the Census Bureau's 1999 Statistical Abstract reveal about the United States over the past 100 years? Cite some of the specific changes that have occurred. Of the changes and achievements in this report, which do you think are the most significant? Why?

2. How has your community or state changed over the past century? What social, economic and political changes have impacted students' lifestyles today? Divide the class into small groups. Assign each group one aspect of your local/state/regional history to review over the past 100 years, such as transportation, commerce or demographics. Encourage groups to locate statistical information and interpret it in the form of graphs or charts wherever possible. Have each group make a formal presentation of its findings. Compile all the groups' information into a formal report, complete with illustrations, photos, graphs and charts, and present it to your local historical society.

LINKS:
http://blue.census.gov/index.html
http://www.cnn.com/1999/TRAVEL/NEWS/12/29/mil.flight.intotheair.ap/
http://history1900s.miningco.com/education/history1900s/
http://www.eurekanet.com/~fesmitha/h2/index.html

EDITOR'S NOTE:
free market
collateral damage
Danube River
NATO
paper tiger
interceptor missile
U.S. Census Bureau

NEWSROOM CHRONICLE

Democracy in America: Tipper Gore Profile : Democracy in America: Tipper Gore Profile

1. Who is Tipper Gore? What office does her husband currently hold? What office does he want to win in November? How long has Tipper been married to Al Gore? What do many see as the most important thing she contributes to his campaign? How do people seem to respond to her? Why do you think this is so?

2. What are the differences between Ms. Gore and Vice President Gore's political strategies? Why do you think Ms. Gore refuses to engage in "attack politics," even though she supports her husband? Do you think it would be appropriate for her to engage in this strategy? Do you think it would impact her husband's political popularity? Explain.

3. What issues has Tipper Gore championed? Do you agree with Ms. Gore on any of these issues? Explain. Do you think that most voters are aware of the issues promoted by candidates' spouses? Do you think it makes a difference to the candidates? Why/why not?

4. What is a candidate's "image"? Tipper Gore has been credited with "softening" her husband's image. Ask students to consider the image they have of Vice President Gore and, after seeing this video, how Ms. Gore may help to influence that image. Divide the class into groups and have each group choose one other presidential candidate and spouse to research. Instruct groups to determine what the spouses of these candidates contribute to their husbands' political careers. Have groups share their ideas with the class. Discuss the behind-the-scenes role each spouse plays in shaping the candidate's image and agenda. Ask students if they think this is an appropriate role for a candidate's spouse.

5. Pursuing a career in public service is a family affair. Often the entire family must make sacrifices if one person is interested in running for office, even on a local level. Have your students work in small groups to interview the spouse of a local candidate or elected official to learn more about the personal side of politics. The third website below, a conversation with Jeanne Simon (wife of Senator and presidential candidate Paul Simon), may give your students some insight as well. Have groups share their interviews with the class. Challenge each student to write an essay detailing why he or she would/would not encourage a family member to run for political office.

LINKS:
http://www.algore2000.com/

http://www.algore2000.com/tipper/
http://www.booknotes.org/transcripts/10107.htm#top

EDITOR'S NOTE:
Tipper Gore
Al Gore
Bill Bradley
caucuses
image
attack politics
advocacy

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CNN NEWSROOM Guide

January 12, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 01:00... 02:40
Top Story ... 04:30... 07:10
-President Clinton establishes the Parashant National Monument in Arizona.
-Southwest, Republican lawmakers criticize the new monument.

YOUR DAILY DESK ... 00:55... 08:05
Business Desk ... 02:20... 10:25
There's a growing movement in the U.S. to pass a "living wage."

WORLDVIEW ... 00:50... 11:15
Beyond the Iron Curtain: Carp-italism ... 02:30... 13:45
The Czech Republic's annual carp harvest is an exercise in capitalism.

Taking Care of Business ... 02:45... 16:30
Tourism is a casuality of the conflict in Kashmir.

Inside Asia ... 03:00... 19:30
There are signs indicating a downturn in China's economy.

Wild Kingdom ... 03:10... 22:40
Hsing Hsing and Ling Ling represented more than zoo animals to citizens of their adopted country, the U.S.

NEWSROOM CHRONICLE ... 01:15... 23:55
AOL-Time Warner Merger: Teen View ... 03:15... 27:10
A technologically savvy teenager shares his views about the AOL-Time Warner merger and the Internet.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Grand Canyon

1. Where is the Grand Canyon located? When was it declared a national monument? What is a watershed? Why do conservationists want to preserve the Grand Canyon's north rim? Why are state political leaders and property-rights advocates upset about President Clinton's decision to establish the Parashant National Monument?

2. What is a national monument? Give examples. Do you think it is important to have national monuments? Explain. What is the American Antiquities Act? Do you think this act is necessary? Why/why not? Refer students to the websites below to learn more about the American Antiquities Act, the north rim of the Grand Canyon, and the economic and environmental value of the north rim region. Then, divide your class into two groups to debate whether or not the north rim watershed should have been declared a national monument.

3. According to the video, some people feel that the Parashant National Monument "is the most recent example of the president using his executive authority to bypass a hostile congress and achieve his policy goal." What is the meaning of this statement? Do you agree with the statement? Explain.

4. "The American Antiquities Act was written in 1906, before federal land-use laws were enacted to give Congress and the public a voice in such matters." Instruct students to write a position paper about whether or not the American Antiquities Act should be amended to limit the president's power over the use of America's land. Have students substantiate their positions with historical facts.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/01/10/clinton.canyon.reut/index.html
http://www.thecanyon.com/nps/
http://www.grandcanyonchamber.com/
http://www.doi.gov/indexj.html
http://www.epa.gov/surf3/hucs/15010002/index.html
http://www.cr.nps.gov/local-law/anti1906.htm
http://www.ncpa.org/

EDITOR'S NOTE:
national monument
north rim watershed
Department of the Interior
preservation
Grand Canyon
American Antiquities Act

YOUR DAILY DESK

Business Desk : Living Wage

1. What is the current minimum wage? Why do many feel this is insufficient? Why are some advocating a "living wage"? What is the difference between the minimum wage and a living wage?

2. According to the video, what are some cities that have passed a living wage? What are benefits? Why are there differences between living wages with and without benefits? Explain why some experts are opposed to the living wage. Why do you think many business leaders oppose it?

3. How is the U.S. government involved in what workers are paid? Have groups of students research

the role of the federal government in establishing the minimum wage. Who decides what the minimum wage will be? What federal law promotes fair working standards and pay? Share group findings. Poll students to see if any have part-time jobs. If so, does their pay conform to federal standards? Are there any circumstances under which it does not have to conform? Discuss.

4. Inform students that according to U.S. federal government poverty statistics, the minimum yearly income for a family of four should be at least $16,700. As a class, calculate the hourly wage for this salary (Divide 16,700 by 2080 hours per year. The answer is $8.03 per hour). Is this hourly rate sufficient for a family of four in your community?
    1. Divide the class into groups and have each group take one component of the family budget to research locally. For example, one group might take housing and consult local property managers to learn what rents (per month) are typically charged in your area.
    2. Have other groups conduct similar research to learn more about monthly grocery costs, utilities, insurance, car payments, etc., for a family of four. Include as many components of the family budget as possible in the class' research, even clothing and entertainment expenses.
    3. Have each group report an accurate estimate of its findings and explain how it arrived at this number.
    4. Combine all the groups' findings and translate the data to a yearly number (if students' data has been measured per month, multiply by 12.) Now divide the total of expenses, the number just created, by 2080 hours per year. What is the new hourly figure?

    Is this number above or below the salary recommended by the federal government? Is this a reasonable living wage for a family of four in your community? Is it a reasonable wage for businesses to pay their workers? Why/why not? Discuss.

LINKS:
http://www.ocpp.org/poverty.htm
http://www.datamasters.com/cgi-bin/col.pl
http://www.lectlaw.com/files/emp11.htm
http://www.adaction.org/mwbook.html
http://www.uschamber.com/policy/index.html

EDITOR'S NOTE:
skilled applicants
benefits
subsidy
living wage
minimum wage

WORLDVIEW

Beyond the Iron Curtain: Carp-italism : Beyond the Iron Curtain: Carp-italism

1. What is a carp? How long has carp been a delicacy in this part of the world? Why do the people of this region believe that eating carp improves one's health? What is the Czechoslovakian National Carp Organization's slogan?

2. How has the carp roundup changed since the days of communism? Use this opportunity to familiarize students with the past and present economic systems in Czechoslovakia. Refer students to their texts and other resources to learn more about present and Cold War Czechoslovakia. How would students describe the Czech economy during the Cold War? How would they describe it today?

3. Challenge students to use the story of this carp roundup to help illustrate a side-by-side comparison

of capitalism vs. communism. Begin by having students work in groups to research the basic elements of each economic philosophy and share their findings. Then have each group use the elements of this story and its findings to demonstrate the differences between capitalism and communism. For example, who "owns" the lake under each system? Who reaps the economic benefits of the carp harvest under each system? Have groups present their comparisons and discuss.

LINKS:
http://www.e.kth.se/~e96_dbu/com.htm
http://www.capitalism.org/home.htm
http://www.carp.net/home2.htm

Taking Care of Business : Kashmir Tourism

1. Locate Kashmir on a world map. According to the video, what was one of Kashmir's major industries? What is scaring Western tourists away from Kashmir? How is the decline in tourism impacting Kashmir's economy? What are some of Kashmir's people doing to survive? In what other ways is the violence in Kashmir impacting local lifestyles?

2. What is the source of the conflict in Kashmir? Have students work in groups to learn more about the history of this conflict. Share group findings in class discussion. Which nations claim this land? What incidents of violence have erupted in the past? Why is there concern that the conflict over Kashmir could escalate to a global one?

LINKS:
http://www.pakistaninformation.com/azadkashmir.html
http://adaniel.tripod.com/external.htm
http://www.tourisminindia.com/indiainfo/states/jammukashmir/

Inside Asia : China Economy Slump

1. What signs indicate that China's economy is on the decline? Why are many Chinese refusing to spend money? How has the government tried to reverse this trend? How is the failure of state-run businesses contributing to the decline?

2. Pose this scenario to students: You are a member of the Board of Directors of a major Western company, considering a start-up operation in China. Would you vote for or against starting the business in China at this time? Divide the class into small groups and have each conduct research to learn more about China's economy. Have groups present their findings. Direct each group to use what it has learned as its members discuss the pros and cons of investing in China. Have each student write a statement indicating his/her position on the start-up operation in China and the rationale for his/her view.

LINKS:
http://www.emulateme.com/content/china.htm
http://www.wtci.org/mdsisters/anhweblinks.htm
http://fullcoverage.yahoo.com/fc/Business/China_Economy/
http://www.cyberhaven.com/globalinvesting/chinaeconomyreport.html

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Wild Kingdom : Post Panda Time

1. What kind of animals were Hsing Hsing and Ling Ling? How did the U.S. acquire them? Why did so many people come to see them? What do you think they represented to Americans? Why?

2. Assist your students in learning more about pandas and their status as an endangered species. What

is the panda's habitat? What efforts are underway to help save the panda? Have the class use its findings to create an informative website or brochure on the plight of the panda.

LINKS:
http://www.panda.org/news/features/story.cfm?id=228
http://www.nature-net.com/bears/panda.html
http://www.makura.com/paul/panda.html

EDITOR'S NOTE:
carp
export
cache
rupees
deflation
private sector
privatization
panda

NEWSROOM CHRONICLE

AOL-Time Warner Merger: Teen View : AOL-Time Warner Merger: Teen View

1. Why have America On Line and Time Warner decided to merge? Why is this merger significant? What are some of the services and brand names that will be offered by the new company? Who is Kyl George? What are his opinions about the merger and the Internet? Do you agree with Kyle's opinions? Explain.

2. Do you use the Internet? If so, for what purpose do you use the Internet? If you are part of an online community, describe the similarities and differences between your online relationships and your relationships with the people in your community. Do you think the Internet will dramatically alter the traditional concept of community? Explain. If so, what are the benefits and drawbacks of an online community? Give an example to support your opinion.

3. When was the Internet created? In the video, Bruce Burkhardt asserts that, "what television was to baby boomers, the Internet is to Kyle's generation." Have students research and discuss the history of television and its impact on modern society. Then, have each student write an essay comparing how the Internet and television have affected society. Ask students to identify the social benefits and drawbacks of these technologies. After students share their essays, challenge students to describe what television and the Internet might be like in 50 years. Have students draw upon their knowledge of television and computer technology to substantiate their ideas.

LINKS:
http://cnnfn.com/2000/01/10/deals/aol_warner/
http://cnn.com/cnnfn/
http://www.dvb.org/dvb_articles/dvb_tv-history.htm

EDITOR'S NOTE:
content and commodities
Internet
technology
merger

MP3

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CNN NEWSROOM Guide

January 13, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 01:00... 02:10
Top Story ... 05:25... 07:35
-British doctors declare Gen. Augusto Pinochet unfit to stand trial in Spain.
-Spanish citizens protest the British Parliament's decision to stop extradition proceedings.

In the Headlines ... 00:45... 08:20
ELIAN GONZALEZ'S CASE GOES TO FEDERAL COURT

YOUR DAILY DESK ... 01:00... 09:20
Science Desk ... 02:00... 11:20
Wearable computers are on the near horizon.

Turner Website Information ... 00:45... 12:05
Information on the CNN NEWSROOM Daily Guide

WORLDVIEW ... 01:10... 13:15
Beyond the Iron Curtain: Czech Country Club ... 04:00... 17:15
Has materialism brought happiness to former communist citizens?

Communication Transformation: Yugoslavia ... 03:00... 20:15
Serbians protest the seizure of a radio station by their government.

Taking Care of Business ... 01:40... 21:55
Airbus announces its plan to begin building its Super Jumbo jet.

NEWSROOM CHRONICLE ... 01:10... 23:05
Teacher Quality ... 02:00... 25:05
A new report by Education Week magazine states that U.S. states are not doing enough to recruit qualified teachers.

Student Bureau ... 01:45... 26:50
The pressure to do well on the SAT is overwhelming for some students.

Look Ahead ... 00:15... 27:05
Beginning January 20: Drugs: Perceptions and Realities

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Pinochet's Fate

1. Who is General Augusto Pinochet? Why has he been under house arrest in London, England? Why might Gen. Pinochet be disqualified from extradition? Why are people protesting in Spain? What is the current disposition of Gen. Pinochet's case?

2. Sources have quoted Augusto Pinochet as once saying, "Sometimes democracy must be bathed in blood." Read this quote to students and ask them what they think Mr. Pinochet meant. Have groups of students research Chile in the Pinochet years. Discuss what an authoritarian ruler is and whether Chile is a true democracy.

3. In the video, Sir Nicholas Lyell states that "whatever the rights and wrongs, if somebody is not fit to stand trial then he should not stand trial and should certainly be sent home." Have students discuss whether or not they agree with this statement as it applies to Gen. Pinochet.

4. Refer students to multimedia resources, including the websites below, to research how the arrest of Gen. Pinochet has advanced international law and human rights. Do you think returning Gen. Pinochet to Chile would compromise these advances? Explain.

5. Instruct students to locate definitions for the terms "diplomatic immunity" and "extradition." Have them share their information in class discussion. Why are both diplomatic immunity and extradition vital to positive international relations? When might each practice cause problems? Divide your class into five groups. Have each group represent the government of either Spain, France, Belgium, Switzerland or Great Britain. Instruct each of these first four groups to prepare an argument for why Great Britain should allow Gen. Pinochet to be extradited to their country. Have each group present its argument, then have the British government group render a decision on the case. Should Gen. Pinochet be extradited to Spain or returned to Chile? Have the group state its decision and rationale.

LINKS:
http://cnn.com/2000/WORLD/europe/01/12/pinochet.02/index.html
http://cnn.com/WORLD/europe/9811/24/pionchet.legalities/
http://www.homeoffice.gov.uk/oicd/jcu/pinochet.htm
http://www.hrw.org/hrw/campaigns/chile98/index.htm
http://www.amnesty.org//news/1998/23nov98.htm

EDITOR'S NOTE:
Gen. Augusto Pinochet
extradition
diplomatic immunity
Chile
repression
crimes against humanity
international law

YOUR DAILY DESK

Science Desk : Wearable Computers

1. What is unusual about the computers with which Dr. Thad Starner works? How does the monitor work? What serves as the combination mouse/keyboard? Where did Kent Lyons get his start with computers? What difficulties is he currently experiencing?

2. What does Brad Singletary believe will be the next step in computers? How does he respond to the comment that wearable computers will "jam our minds?" Do you agree? Why/why not? Do you believe integrating computers into human thoughts and actions is a step forward for humanity? Explain.

3. Often science takes its cue from science fiction. Have your students investigate the occurrence of wearable computers in science fiction books, TV shows and movies.
    1. Create small groups.
    2. Have each group investigate science fiction books, TV shows and movies to find one example of how wearable computers are used. Please make sure to distinguish between wearable computers and bio-implants, noting that bio-implants actually augment the human body, as in the Six Million Dollar Man and the Borg on Star Trek.
    3. Have each student write a detailed description about one of the examples they find.
    4. Have students rate, on a scale of one (not likely) to five (very likely), the possibility of each group's wearable computer example being developed within the next thirty years.
    5. Discuss the ratings and have students describe how they think computers will be used in the future. Then, have students state their opinions about how this first wearable computer might be regarded in the near and distant future.

LINKS:
http://wearables.gatech.edu/webring.htm
http://wearables.www.media.mit.edu/projects/wearables/
http://baza.doc.ic.ac.uk/~jcl197/article1/
http://www.cs.cmu.edu/afs/cs/project/vuman/www/home.html
http://www.wsu.edu/~brians/science_fiction/sfresearch.html

EDITOR'S NOTE:
wearable computers
technology

WORLDVIEW

Beyond the Iron Curtain: Czech Country Club : Beyond the Iron Curtain: Czech Country Club

1. Describe the scene at the country club shown in the video. In what country is this club located? Who are its members? Compare its present-day membership to the kinds of people who would have visited the resort in the past. In what way is the club's current membership a reflection of the Czech Republic's current political climate?

2. What is materialism? In the video we hear that "the capitalist cornucopia doesn't come without hard work." What does this mean? How do you think some people in the former communist country use this rationale to justify their enjoyment of their new found wealth? Do you think materialism is a good or a bad thing? State your rationale.

3. Are the people at this club happy? Has their newly-earned wealth brought them happiness? How does their standard of living compare to that of other free market nations? Why are some of these former communist citizens "disappointed"?

4. How has the change from communism to capitalism impacted life in the Czech Republic? Have students work in groups to research the differences between economic communism and capitalism, and the recent history of the Czech Republic. Share group findings in class discussion. In the video we are told that one reason why many Czechs are uncomfortable with their new freedom is that "they feel unsure, they feel confused, they don't like responsibility." Why do you think they might expect someone to take care of them? In which of the two systems (communism or capitalism) is self-reliance promoted? Discuss some of the ways that life is very different today for those who live and work in the Czech Republic.

LINKS:
http://www.europeanforum.bot-consult.se/cup/czechia/index.htm
http://www.czechinvest.com/fact-sheets/sheet-01.html
http://www.e.kth.se/~e96_dbu/com.htm

Communication Transformation: Yugoslavia : Communication Transformation: Yugoslavia

1. How is the music festival shown in the video also a political cause? What are those in attendance protesting? When was the radio station seized? Who took control of the station, and why?

2. What has happened to the staff of the original B92? What are they doing to raise support for a radio station that is free of government control? How could their actions be the first step toward political freedom for their country?

3. What is the current political situation in Serbia? Working in small groups, have students conduct research to learn more about Serbia's current political climate. Who is Serbia's leader? Does the country have a written constitution? Are its provisions being enforced? Share group information. Why would Serbian authorities want to prohibit some media from broadcasting its views during the recent NATO attacks? Discuss.

4. Freedom of the press is a right that many in democratic nations take for granted. How important is this right to the citizens of a country? What effect does a free press have on the political process? Divide the class into small groups. Have each group choose one country and conduct research to learn about the press in that country. Who controls the media there, and how is this control exerted? If it is uncontrolled, is it regulated in any way by the government? Have each group use its information to present an in-depth written report on its topic, and discuss how the status of the press in that country impacts the country's political climate.

   EXTENSION: Send students on a media scavenger hunt. Challenge them to find examples of free press in television, radio and print media news stories. Students should consider stories, commentaries and other features critical of government action, as well as stories that might not have aired if the media were controlled by the government. Have students present their examples and discuss. In what way is a free press a "safety valve" for democracy?

LINKS:
http://www.odci.gov/cia/publications/factbook/sr.html
http://www.beograd.com/kule/4.html
http://www.xs4all.nl/~freeserb/e-index.html
http://www.suc.org/

Taking Care of Business : Airbus Super Jumbo

1. What kind of airplane is Airbus proposing? When is the airplane manufacturer hoping this plane will make its first commercial flight? Why are some analysts interpreting this announcement as a delay in the project? How much could development of this new plane cost? Where might the plane be built?

2. Airbus is an airplane manufacturing partnership of four European countries. Its biggest competitor in this market is Boeing, which has typically been the leader in the jumbo jet market. Ask students if they think the A3XX project will make Airbus the global leader of this industry. Have them consult the Internet and other resources to learn more about Airbus, Boeing, and this latest jumbo jet. Share student findings. What economic benefits and drawbacks could be associated with the A3XX? Do students think that airlines will be interested in buying this new plane? Do they think that consumers will be interested in traveling on it? Why/ why not?

LINKS:
http://www.people.virginia.edu/~mso5a/airbus.htm
http://www.people.virginia.edu/~mso5a/derivati.htm
http://www.millennium-debate.org/ind8sep3.htm
http://news.airwise.com/stories/2000/01/947511164.html

EDITOR'S NOTE:
Czech Republic
tycoons
refurbishment
materialism
Airbus
Super Jumbo
A3XX
mass market

NEWSROOM CHRONICLE

Teacher Quality : Teacher Quality

1. What were the findings of the Education Week magazine's report? What challenges has Kristin Vogel encountered as a teacher? What percentage of teachers leave the profession after just three years? How many teachers will be needed in the U.S. within the next five to six years?

2. In your opinion, what are the benefits and drawbacks of teaching? What skills and attributes do you think a teacher should have? Have you ever considered becoming a teacher? Why/why not?

3. Virginia Edwards of Education Week magazine states, "Most states do not ensure that all teachers have the knowledge and the skills they need to teach in the classroom." Ask students: Do you think general knowledge or basic skills tests are effective ways to measure the competency of a teacher? Why/why not? What are some other ways that states could assess the knowledge and skills of teachers?

4. Group students. Instruct groups to consider how companies recruit employees. Then have each group develop a plan that could be used by school departments to recruit qualified teachers. Reconvene groups and have them share their findings. Have students identify the benefits and drawbacks of their plans.

LINKS:
http://www.edweek.org/sreports/qc00/

http://cnn.com/2000/US/01/09/riley.teachers.ap/
http://www.ed.gov/
http://www.pta.org/index.stm

Student Bureau : SAT Prep

1. What is the SAT? How many high school students will take the SAT this year? What can students do to increase their SAT scores?

2. Why do many students feel overwhelmed by the SAT? How do you feel about taking the test? Do you think the SAT is an accurate gauge of a student's academic ability? Explain. In your opinion, is the SAT necessary? Why/why not? Do you think there is a better way to predict college success than SAT scores? Explain.

3. Have students look at the websites below to learn more about the exams and ways to prepare for them. Be sure they also look at the last site listed, FairTest, a nonprofit organization that fights for fairness in testing. Have students discuss entrance qualifications for college and ways in which they think admissions can be a fair process.

4. If your class is composed of juniors, invite a guidance counselor to address the class on important deadlines for those students who will be college-bound. What tests should these students take, and when should they take them? What forms need to be secured and completed? How do students get transcripts sent to prospective colleges? What are some tips for writing the all-important college essay? Have students search the Internet for additional information on applying for college admission. Compile information from the guidance counselor's talk as well as information from the Internet and other resources to create a "college-bound calendar" that students can use to keep track of upcoming deadlines.

LINKS:
http://www.ets.org/
http://www.loop.com/~costmo/index2.htm
http://www.fastweb.com
http://www.bates.edu/admissions/mystery-unveiled.html
http://www.collegeplan.org/cpnow/bhs/bhsnews.htm
http://www.fairtest.org/

EDITOR'S NOTE:
teaching
SAT

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 14, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 00:35... 01:45
Top Story ... 05:05... 06:50
-CNN NEWSROOM examines the history of cloning.
-Researchers clone a monkey by splitting an embryo.

YOUR DAILY DESK ... 00:40... 07:30
Editor's Desk ... 02:40... 10:10
A hometown fan builds a museum in honor of Frank Sinatra.

WORLDVIEW ... 00:40... 10:50
Beyond the Iron Curtain: Slovak Blues ... 05:45... 16:35
The nation of Slovakia evolved after the fall of the Iron Curtain.

Political Front ... 03:00... 19:35
Pres. Clinton's brother tours North Korea.

NEWSROOM CHRONICLE ... 00:40... 20:15
Student Bureau ... 07:15... 27:30
Semester at Sea students visit the Pyramids at Giza.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Cloned Monkey

1. What is cloning? What was the first mammal cloned? When and how was it created? Why did the development of cloning technology incite fear and debate? What laws have the U.S. government enacted to regulate cloning?

2. Who is Tetra and how was she created? What is embryo splitting? How does this cloning technique differ from the process of somatic cell nuclear transfer? How and why might cloned monkeys be

useful for medical research? How do you feel about using animals for medical research? Do you support this practice? Why/why not?

3. Since cloning began, the possibility of human cloning has been the topic of much controversy and debate. Introduce your students to the field of bioethics and have them work in groups to research the bioethical issues associated with cloning. Share findings in class discussion. Then direct each student to write a position paper in support of or opposition to human cloning, along with a detailed rationale for his/her opinion.

4. According to the video, "Theoretically, the knowledge that was used to create Tetra could be applied to humans." Direct each student to write a story depicting how civilization might change if cloning humans was an accepted practice.

LINKS:
http://cnn.com/2000/NATURE/01/13/monkey.cloning/index.html
http://www.sciam.com/1998/1298issue/1298wilmut.html
http://www.newscientist.com/nsplus/insight/clone/clone.html
http://bioethics.gov/cgi-bin/bioeth_counter.pl
http://www.humancloning.org/

EDITOR'S NOTE:
embryo splitting
surrogate
somatic cell nuclear transfer
moratorium
bioethics
cloning

YOUR DAILY DESK

Editor's Desk : Sinatra Museum

1. Who was Frank Sinatra and when did he die? Where did Mr. Sinatra grow up? Who is Ed Shirak, and what is his connection to Frank Sinatra? Why did he name his museum "From Here to Eternity"?

2. Why do you think some people revere and idolize celebrities? Generate a list of contemporary celebrities. Do you think any of these individuals will continue to be popular during the next 50 years? Explain.

3. Frank Sinatra was a public figure for over 50 years and performed live concerts until 1995. Divide your class into six groups. Have each group select a decade from the 1940-1990 and research the social and political history of the era. Then, refer each group to online and library resources to select music and films that Frank Sinatra produced during the group's era. Have students determine how Mr. Sinatra and his work reflected and influenced the times in which he lived. After the presentations, ask students: Why was Frank Sinatra popular for so many years? Why do many people consider him "a legend in his own time?"

LINKS:
http://cnn.com/SPECIALS/1998/sinatra/
http://cnn.com/SPECIALS/1998/sinatra/sites/
http://www.npr.org/news/national/1998/May/980515.sinatra.html
http://www.pathfinder.com/people/tribute/sinatra/

EDITOR'S NOTE:
Frank Sinatra
legend

WORLDVIEW

Beyond the Iron Curtain: Slovak Blues : Beyond the Iron Curtain: Slovak Blues

1. Where is the nation of Slovakia located? From what country was it created? Describe life in "the Bronx of Bratislava." How does Slovakia remind some people of life under communism?

2. What social, political and economic problems is the young country of Slovakia currently facing? How are these problems impacting the quality of life in Slovakia compared to that of other European nations? How are these problems affecting the people of Slovakia?

3. Slovakia is a small country, about twice the size of the U.S. state of New Hampshire. Slovakia became a nation on January 1, 1993. Because it is a new country, most Americans know very little about Slovakia. Challenge your students to learn more about this new nation. Assist them in using the Internet and other resources to gather information about Slovakia's history, culture, geography, government, and economy. Combine students' information into a travel brochure or factsheet on Slovakia.

LINKS:
http://savba.savba.sk/logos/list-e.html
http://www.region.sk/
http://www.ssees.ac.uk/slovak.htm
http://www.slovakia.org/
http://www.omnibusol.com/easteurope.html

Political Front : Roger Clinton in N. Korea

1. Why are 37,000 U.S. troops still stationed in South Korea? When did the Korean War begin? How did the fighting end?

2. Who is Roger Clinton? Why was he recently in North Korea? How was he received by North Korean audiences and authorities? Do you think any other average American citizen would have been treated this way? Why or why not?

3. Ask students to recall some of the things they saw Roger Clinton do while he was in North Korea. Why might Roger Clinton's trip to North Korea and his actions while there concern many Americans? Have students work in groups to research the contemporary history of U.S.-North Korean relations. Share group findings in class discussion. How have two recent issues, North Korea's development of nuclear weapons and its handling of the famine, aggravated these relations? Discuss.

   EXTENSION: Do students think Roger Clinton's visit to North Korea was a good or a bad idea? After researching U.S.-North Korea relations, have students write editorials in response to this question.

LINKS:
http://cnn.com/US/9911/25/roger.clinton.nkorea/index.html

http://cns.miis.edu/research/korea/index.htm
http://cns.miis.edu/research/korea/nuc/links.htm
http://www.theodora.com/flags/korea_north_flag.html

EDITOR'S NOTE:
Slovakia
communist
socialism
European Union
inflation
North Korea
Roger Clinton
Kim Il Sung

NEWSROOM CHRONICLE

Student Bureau : Millennium Voyage: Pyramids

1. What kind of ship is the *Universe Explorer*? How did the Semester at Sea students prepare for their visit to Egypt? What sites did the students encounter en route to Giza?

2. What did the students learn about the history and origin of the Pyramids? What is the Sphinx? Why were the tombs empty? According to the Egyptologist, why was the construction of the Pyramids an "administrative miracle"? The students went to great trouble to see the Pyramids. Do you think the trip was worth the effort? Why/why not?

3. Refer groups of students to print and online resources to learn more about the history and culture of ancient Egypt. Have groups share their findings. Ask students: Who were the Egyptians? What was the purpose of the Pyramids? What was the role of art in ancient Egyptian civilization? Who were the Pharaohs? What were the Egyptians' beliefs about the afterlife?

4. Send students on an online scavenger hunt to identify the different beliefs surrounding the origin of the Egyptian Pyramids. After students share their findings, have groups of students select and promote one of the theories concerning the origin of the Pyramids. Have each group gather information that supports its theory for an oral presentation and debate.

   EXTENSION: "The Egyptian Pyramids are the oldest and only surviving member of the ancient wonders." Divide your class into seven groups. Refer students to the last website below to learn about the Seven Wonders of the Ancient World. Ask students: Do you think these seven ancient wonders would be considered wonders in the year 2000? Why/why not? Then, help your class prepare a list of the top seven wonders of modern civilization. Direct students to consult multimedia resources to identify ideas for their list.

EDITOR'S NOTE:
ancient wonders
pyramids
Sphinx
Giza
Egypt

CNN NEWSROOM CLOSE

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 00:45... 02:30
Top Story ... 02:45... 05:15
U.S. Pres. Clinton uses the King Holiday to call for strong hate crime laws.

YOUR DAILY DESK ... 00:45... 06:00
Environment Desk ... 02:35... 08:35
The lush Baca Ranch may soon become America's newest national forest.

WORLDVIEW ... 00:25... 09:00
Beyond the Iron Curtain: Shadow of the Past ... 05:00... 14:00
East Germany's secret police are gone but not forgotten.

FYI: Somalia Polio ... 02:25... 16:25
UNICEF continues its campaign to eradicate polio in Somalia.

Artistry in Action: Spain Animation Festival ... 02:50... 19:15
Europe's animators gather to honor their best.

NEWSROOM CHRONICLE ... 00:20... 19:35
Race in the U.S. ... 06:25... 26:00
CNN's Bruce Morton takes a look at race in America.

Did You Know? ... 00:40... 26:40
An international competition to design a memorial for Dr. Martin Luther King, Jr. is underway.

CNN NEWSROOM CLOSE ... 01:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : King Holiday

1. Who was Dr. Martin Luther King, Jr.? How would you describe the ideals for which he stood?

What evidence supports the claim that Dr. King's dream is facing an uphill battle?

2. What announcement did President Clinton make regarding civil rights enforcement this weekend? What is President Clinton calling for on this King Holiday? What are hate crimes? How does the proposed hate crime legislation expand on existing federal law? Why does the President believe hate crime legislation is necessary? Why do some congressional representatives disagree?

3. Ask students to consider both sides of the hate crime legislation issue. While everyone condemns crime, not everyone agrees on how to handle crime that specifically targets certain individuals or groups. Ask students: Do you agree with President Clinton or Representative Barr, or do you have another idea? Direct students to conduct research to learn more about the pros and cons of hate crime legislation. The websites below may be of assistance. After conducting research, direct each student to assume the role of a congressional representative and craft a 1-2 minute speech outlining his or her opinion and rationale. The students may choose to support the proposed hate crime legislation, oppose it, or sponsor legislation of their own. Direct each student to "go to the well" (the front of the classroom) and deliver his/her speech.

LINKS:
http://www.adl.org/frames/front_99hatecrime.html
http://www.nvc.org/infolink/info63.htm
http://www.onlineathens.com/1998/080198/0801.o1other.html
http://www.aei.org/ct/cttroy.htm

EDITOR'S NOTE:
Dr. Martin Luther King, Jr.
hate crime legislation
gender
disability
sexual orientation

YOUR DAILY DESK

Environment Desk : Baca Ranch

1. What is about to happen to the Baca Ranch? How will the U.S. Forest Service use this property? What was the original cost of the land? What is the U.S. Government paying for it now? What do you think accounts for the vast difference in values?

2. What do you think is meant by the comment, "The Baca Ranch is at the top of the list of gifts the American public should give itself for the 21st century?" Do you agree or disagree? What makes the ranch so important? What concerns do environmentalists have about the way the ranch will be run? Do you think their concerns are valid? Explain.

3. One of the reasons the Baca Ranch is so magnificent to look at is because it exists on soil that was the result of a volcanic eruption. Working in small groups, have your students investigate why volcanic soil, such as the soil on the Baca Ranch, is so fertile. Have groups conduct research to create lists of the chemical ingredients of volcanic lava/magma. Next, have each group research the ingredients in readily available plant foods and compare these to the ingredients of volcanic lava. Finally, have students use this information to explain why the Baca Ranch is such a green, vegetation-rich place.

LINKS:
http://www.geol.ucsb.edu/~fisher/soil.htm

http://springville.com/soil.htm
http://gardennet.com/
http://www.abqtrib.com/arc1/news080198_baca.htm

EDITOR'S NOTE:
panoramic
pristine
clear-cutting

WORLDVIEW

Beyond the Iron Curtain: Shadow of the Past : Beyond the Iron Curtain: Shadow of the Past

1. What was the Cold War? Why do you think many East German citizens wanted to flee East Germany during the Cold War? What was the Stasi? When and why did it disband?

2. "The Stasi kept files on up to 6 million East German citizens. Just before its demise, the Stasi employed 90,000 full-time employees and some 175,000 unofficial informants." As a class, discuss how and why a culture of suspicion developed in East Germany. Ask: Why do you think people went to work for the Stasi? In your opinion, why do some Germans prefer not knowing which of their countrymen were Stasi informers? If you were in their situation, would you want to know if your friends and neighbors had worked for the Stasi? Why/why not?

3. Group students. Refer groups to the websites below to prepare a presentation about the role of either the KGB, the FBI, the CIA, the Stasi or British intelligence during the Cold War. After the presentations, have students discuss the following questions: What were the goals of these organizations? How did the Stasi's goals compare with goals of international espionage? What were some of the consequences of espionage during the Cold War? Did espionage curb or exacerbate tensions during the Cold War? Was having secret intelligence worth the cost?

LINKS:
http://cnn.com/WORLD/europe/9911/07/berlin.wall.stasi/
http://cnn.com/SPECIALS/cold.war/experience/spies/spy.files/intelligence/stasi.html
http://cnn.com/WORLD/9603/stasi_files/
http://turnerlearning.com/cnn/coldwar/spies/spys_ttl.html
http://lcweb2.loc.gov/frd/cs/gxtoc.html
http://militaryhistory.about.com/msub16.htm?rnk=r1&terms=espionage+and+spies&PM=112_300_T

FYI: Somalia Polio : FYI: Somalia Polio

1. What is polio? To be successful in eradicating polio, when and how many times would children need to be inoculated? Where is Somalia located? Why has it been difficult to eradicate polio in Somalia?

2. "Begun in 1988, the global initiative to eradicate polio by the end of the year 2000 is spearheaded by WHO, UNICEF and Rotary International." Direct students to the websites listed below to learn about the efforts of these organizations and about polio: the nature of the disease, its causes, history, and the story of the polio vaccination. Next, have each student select a country in sub-Saharan Africa or South Asia where polio is still a problem. Instruct each student to research the status of his/her country's effort to eradicate polio. Then, have each student draft a letter to the leader of his/her country, explaining the importance of promoting systematic inoculations to eliminate polio.

LINKS:
http://www.unicef.org/
http://big.broadcast.com/rotary/eradication.html
http://www.who.int/gpv-polio
http://www.cdc.gov/
http://128.59.173.136/PICO/Chapters/Links.html#Eradication

Artistry in Action: Spain Animation Festival : Artistry in Action: Spain Animation Festival

1. Where was the European animation festival held? What was the theme of Constantine Chamski's award winning film? Why were the judges impressed by Mr. Chamski's work?

2. Refer students to the first website below to learn about the origin of animation in America. How has animation changed since the introduction of computer technology? What is surrealism? According to Mr. Chamski, "surrealist painters would have loved computer graphics." What do you think he means?

3. Have students list the different commercial applications for animation. Then, direct students to debate whether or not animation is a form of "fine art."

4. The goal of the festival's presenters was to tell a story using animation. Have students brainstorm a list of social issues. Next, instruct small groups of students to develop a story that presents a political view about one of the social issues. Challenge each group to consider how its story could be told using animation. Then, have each group create a storyboard version of its animated story. The last website below provides examples of storyboard versions of films.

LINKS:
http://lcweb2.loc.gov/ammem/oahtml/oahome.html
http://www.chapman.edu/animation/links/links.html
http://www.oir.ucf.edu/wm/paint/glo/surrealism/
http://www.bway.net/~monique/history.htm
http://thirdwish.simplenet.com/index.html

EDITOR'S NOTE:
regime
specters
Alsatians
Stasi
conscript soldier
vaccine
placebo
Icarus

NEWSROOM CHRONICLE

Race in the U.S. : Race in the U.S.

1. Where is Watts? What happened there in 1965? What did one African American man mean when he said the Watts fires had been coming "for 400 years"?

2. Why do you think presidential candidate Bill Bradley calls slavery "our original sin"? When

Thomas Jefferson wrote that "all men are created equal" in the Declaration of Independence, to which men was he referring? What did Frederick Douglass mean when he said that "The fourth of July is yours, not mine"?

3. How did the Civil War and its aftermath impact the issue of race? What is segregation? Where and when was segregation a part of American society? Who were champions in the causes for and against segregation? How did the walls of legal segregation begin to dissolve? In your opinion, does segregation still exist today? Explain.

4. How would you define "The American Dream"? Does this dream mean that everyone will end up with the same amount of material possessions? Explain. What is equality of opportunity? Do you think there is equality of opportunity in the U.S. today? Use examples from the video to support your opinion. How has the issue of race become more complicated in contemporary America?

5. Frederick Douglass once described racism as "diseased imagination." President Clinton has created a task force to deal with it. How would your students define racism? How would they attempt to rid their nation of it? Have students work in groups to come up with plans of action for dealing with racism. Groups may want to consider media campaigns, legislation, community programs, education, or any other approaches they believe would effectively deal with the issue. Have groups share their ideas. Do students believe it is possible to eradicate racism? Do they think it will be conquered in their lifetime? Discuss.

6. In the video we hear about some of the successes of African Americans today. Challenge your students to locate information about African American success stories, in business, government, science and technology, the arts and entertainment and other fields. Have each student select one African American individual of note to profile. Direct students to write formal reports of their findings. Invite a local African American businessperson, elected official, educator, or other professional to address the class on his/her journey to success. What obstacles did he or she encounter on this journey? How did he/she deal with these obstacles?

7. The Rev. Dr. Martin Luther King, Jr. spoke of being judged not by the color of one's skin, but by the content of his/her character. Direct your students to read Dr. King's famous "I Have a Dream" speech and discuss its content in class. Then challenge each student to compare Dr. King's dream to the reality of life in the U.S. in the year 2000. Direct each student to compose a response to Dr. King, explaining what life is like in the U.S. today and to what extent his dream has been realized. Are individuals judged by the content of their character and not by their race? Do any prejudices exist today? How much work remains to be done before Dr. King's dream becomes reality?

LINKS:
http://www1.whitehouse.gov/Initiatives/OneAmerica/america.html
http://usnews.miningco.com/medianews/usnews/msub15.htm
http://www.minorities-jb.com/african/arts/king2000.html
http://www.minorities-jb.com/african/arts/kingmessage0114.html
http://www.seattletimes.com/mlk/

EDITOR'S NOTE:
Watts riots
slavery
Reconstruction
segregation
Martin Luther King, Jr.
non-violent resistance
racism
civil rights

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 18, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 01:15... 03:00
Top Story ... 03:00... 06:00
Chile faces a new millennium with a new leader, Ricardo Lagos.

YOUR DAILY DESK ... 00:45... 06:45
Health Desk ... 02:25... 09:10
Some parents believe that a combination of treatments works best in dealing with ADHD.

WORLDVIEW ... 00:30... 09:40
Around the World ... 07:20... 17:00
A Havard symposium focuses on the role of women in the quest for global peace.

Culture Watch ... 04:05... 21:05
Famed violinist Isaac Stern revisits China.

NEWSROOM CHRONICLE ... 00:30... 21:35
Democracy in America: Generation X Poll ... 03:05... 24:40
A new poll indicates Generation X voters are not interested in the upcoming elections.

Our World ... 02:25... 27:05
Students march to promote the ideals of Dr. Martin Luther King, Jr.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Chile's New Leader

1. To what office has Ricardo Lagos been elected? How would you describe his political philosophy and agenda? Why is his election significant in Chilean politics? Who is Augusto Pinochet? What could President-elect Lagos' role be in Mr. Pinochet's future? What does Mr. Lagos have in common with this former leader of Chile? Who was Salvador Allende? How is Ricardo Lagos

politically different from him?

2. What issues were the driving force in this presidential election? Why do you think both candidates steered clear of the Pinochet issue? For whom is the Lagos election a victory? Who was represented by his rival, Joaquin Lavin? How will the strength of Chile's right wing be determined?

3. What do your students know about the history and government of Chile? Have students work in groups to research Chile's past and politics. The websites below may be of assistance. Share group findings. How would students classify Chile's political system? How has Chile's history shaped that system and influenced the outcome of its elections? Discuss.

LINKS:
http://cnn.com/2000/WORLD/americas/01/17/bc.chile.election.reut/index.html
http://segegob.cl/seg-ingl/index2i.html
http://segegob.cl/seg-ingl/fconocer.htm
http://www.odci.gov/cia/publications/factbook/ci.html

EDITOR'S NOTE:
socialist
Ricardo Lagos
Salvador Allende
Augusto Pinochet
plebiscite
Concertacion coalition
human rights
Chile

YOUR DAILY DESK

Health Desk : ADHD

1. What is ADHD? How is ADHD treated? Why do you think it's important to use behavior modification in conjunction with Ritalin? How can having ADHD affect a person's self-esteem and ability to learn? How have Shannon's parents, doctors and teachers worked together to help Shannon manage her ADHD?

2. How is ADHD diagnosed? Why is it difficult to accurately diagnose ADHD?

3. Direct students to the websites below to learn more about Ritalin and the benefits and drawbacks of using it to treat ADHD. Share student information. According to recent statistics, "The U.S. produces and consumes about 90 percent of the entire world's supply of Ritalin." Read this quote to students and ask: What are the implications of this statistic?

4. Refer students to the websites below to learn more about ADHD. Why do you think it is important that doctors accurately diagnose ADHD? According to medical experts, "There are several other maladies that can look like ADHD, including:
   - Underachievement at school due to a learning disability
   - Attention lapses caused by petit mal seizures
   - A middle ear infection that causes an intermittent hearing problem
   - Disruptive or unresponsive behavior due to anxiety or depression."

   Divide your class into four groups. Have each group use online resources to prepare a presentation about the symptoms, causes and treatments of one of these medical conditions. Following the presentations, instruct students to consider the ramifications of misdiagnosing these conditions as

ADHD.

EXTENSION: Prior to beginning this activity inform students that according to the National Association for Attention Deficit Disorder, about one in every twenty people have ADHD, so chances are they know someone with ADHD or may themselves carry the diagnosis. In fact, some very famous people had ADHD, for example Thomas Edison, Alexander Graham Bell, Walt Disney, and Albert Einstein. Divide your class into four groups. Have each group refer to online resources to prepare a presentation about either the characteristics of ADHD, the use of stimulant medication, behavior-change programs, or how ADHD can affect a person's self-esteem and their relationships with family, friends, and teachers. After students share their findings, have them prepare a brochure to educate their peers about ADHD.

LINKS:
http://www.add.org/index.html
http://www.nimh.nih.gov/publicat/adhd.cfm
http://www.nimh.nih.gov/publicat/adhd.cfm#adhd10
http://www.selfgrowth.com/add.html
http://www.breggin.com/consensusnihfails.html

EDITOR'S NOTE:
Attention Deficit Hyperactivity Disorder (ADHD)
Ritalin
learning environment
regimen

WORLDVIEW

Around the World : Women Waging Peace

1. What was the theme and purpose of the symposium sponsored by Harvard University? How many women attended the symposium? Which nations were represented at the conference?

2. What percentage of the world's population are women? Of the 185 countries in the U.N., how many have women heads of state? What percentage of most parliaments are composed of women? What percentage of multinational corporations are headed by women? Why do you think only a small percentage of women hold leadership positions in government and business? One conference participant asserted that excluding women from positions of power because of their gender is akin to racial apartheid. Do you agree or disagree with this statement? Explain.

3. What are some of the different ways that males and females perceive and deal with conflict? Do you think these gender differences are universal or specific to a particular culture? Explain. Why do you think these gender differences exist?

4. Refer students to multimedia resources, including the last website below, to learn about nonviolent forms of conflict resolution. Then, as a class, compare and contrast the causes of interpersonal conflict to the causes of war. What are the benefits and drawbacks of using violence to resolve conflict? Do you think violence is necessary to resolve conflict? Explain. In your opinion, can nonviolent resolutions be effective? State your rationale.

5. According to a conference participant, "The enemy is not that person across the fence, the enemy might really be my way of thinking. The way I was conditioned to understand the world--my world--your world." As a class, discuss the meaning and significance of this statement. Then, have students write essays describing how their values and attitudes about cultural differences would

help or hinder a peacemaking process.

6. Have students brainstorm a list of different countries where armed conflict is occurring or has recently occurred. Group students. Direct each group to prepare a presentation about the background and status of one of the conflicts, and the status of women in these countries. After the presentations, direct groups to the first five websites below to identify the steps that are being taken by the international community to promote a meaningful role for women, both in preventing conflict and in post-conflict reconstruction and peacekeeping. Instruct each group to research the answer to one of the following questions. Have students provide examples to support their findings.
   1. What are the main strategies employed by women in peace-building initiatives?
   2. Do women peacemakers have a distinctive approach to the peace process?
   3. What obstacles do women face while being a part of the peacemaking process?
   4. What difference does it make to have women involved in the peace process?
   5. What is being done to ensure that women are participating in peace negotiations?

   Have groups share their findings and discuss.

LINKS:
http://www.un.org/womenwatch/
http://www.un.org/womenwatch/forum/armdconf/armdconf.htm
http://www.icimod.org.sg/focus/gender/gender_links.htm
http://www.wedo.org/
http://personales.jet.es/ziaorarr/
http://www.geocities.com/Athens/8945/links.html
http://wbln0018.worldbank.org/ext/language.nsf/44723e10ef66df7d852566740076a09c/02a2a633bfbd51
http://women3rdworld.about.com/library/weekly/aa061298.htm?terms=conflict+resolution+education&P

Culture Watch : Mao to Mozart

1. Who is Isaac Stern? What is the theme of the documentary "From Mao to Mozart"? Why was Mr. Stern's visit to China in 1979 politically and historically significant? Who are Wang Jian and Vera Tsu? How did they benefit from meeting Mr. Stern and being in the documentary?

2. Who was Mao Zedong? What was the Cultural Revolution? Why was Western music banned during the Cultural Revolution? What were the consequences of listening to Western music? Do you think music has the power to influence the attitudes and beliefs of individuals? Explain. Have students identify how music has been used to promote patriotism or protest.

3. According to Mr. Stern, "Music is about communication, it's about conveying a feeling." To illustrate this point, select a piece of classical music from the list located on the first website below. Then, play the music for your class. As students listen to the music, have them paint a picture or write a narrative that expresses their thoughts and feelings about the music. After students have shared their paintings and narratives, note the different way that each student experienced and reacted to the music.

   EXTENSION: On Oct. 1, 1949, Mao Zedong proclaimed the establishment of the People's Republic of China. Refer groups of students to texts and online resources, including the last website below, to prepare presentations about one of the following programs instituted by Mao's Communist government: Land reform, social reform, thought reform, economic planning, the Great Leap Forward and the Cultural Revolution. Following the group presentations, have students discuss how Mao Zedong's Cultural Revolution changed the political and social landscape of China. How has China changed since it opened to the West?

LINKS:
http://members.aol.com/cbeginners/index.htm
http://www.hrichina.org/
http://www.state.gov/www/current/debate/china.html

http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chinhist.html
http://www.sonyclassical.com/artists/stern_bio.htm

EDITOR'S NOTE:
heads of state
conflict resolution
concerto
cellist
Red Guards
Cultural Revolution
Master class

NEWSROOM CHRONICLE

Democracy in America: Generation X Poll : Democracy in America: Generation X Poll

1. What age group constitutes "Generation X"? According to the video, what percentage of the U.S. population is this group of young people? How many eligible voters comprise this group?

2. According to the poll cited in the video, what percent of 18-34 year olds in New Hampshire say the presidential candidates are paying a lot of attention to issues they care about? How does this compare to what older voters say? What is happening in New Hampshire in two weeks? Why are the results of this poll significant for the primary and events that will follow? How is the strength of the elderly voting bloc influencing campaigns in New Hampshire?

3. Russ Freyman, the project director for this poll, says that Generation X'ers are not going to the polls because the economy is good, and there hasn't been a single event that has made them unhappy enough to vote. The National Association of Secretaries of State conducted its own survey on youth voting last year, and concluded that part of the problem was youth's "distrust" of people and government. What do your students think? Are 18-34 year olds interested in the presidential campaign? If not, what are the reasons behind their apathy?
    1. As a class, craft unbiased survey questions to be asked of 18-34 year olds in your community. Students will want to find out whether those who are questioned are registered voters, and if so, whether they intend to vote in the 2000 presidential elections. If the respondents are not interested in voting, have the students ask them why they are not.
    2. Direct your students to ask as many 18-34 year olds as possible and record their findings.
    3. Collate and interpret student data in class.

    Discuss the basis for voter participation or apathy among Generation X'ers sampled in your area. How do the respondents compare to those surveyed in the video? What would your students cite as the underlying cause of apathy among those who say they will not vote?

    EXTENSION: Generation X does not have a monopoly on voter apathy. In the last presidential election in the U.S. (1996), less than half of the registered voters cast ballots. In fact, turnout fell below 50% for the first time since 1924. Point this out to students and ask them to consider the consequences of a non-participatory electorate in a democratic system. Have each student write an essay on the dangers of apathy in a democratic society. Who makes the rules and determines leadership when most voters do not care? How might this alter a nation's political, economic and social climate?

LINKS:
http://www.nass.org/nass99/youth.htm
http://www.libertynet.org/yamerica/groups.html
http://www.gspm.org/csae/cgans.html

Our World : Kids' MLK March

1. How is Tommy Williams part of a civil rights legacy? What did his father do to promote civil rights? What did Tommy do yesterday towards the same goal? Before they marched, what did Tommy and his eighth grade classmates do to learn about the struggle for human rights? Do you think their march had an effect on other young people? Explain.

2. In his "I Have a Dream" speech, Dr. Martin Luther King, Jr. said, "And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back." Read this quote to your students, then generate a class discussion focusing on how the students in the video are marching ahead. How are they taking Dr. King's crusade forward? In the video one student speaks of "the new civil rights movement." What do your students think she means? Will "new" civil rights issues confront your students as they assume their places as leaders of the next generation? Challenge each student to write an essay that explains how he/she might promote the rights of all people in years to come.

LINKS:
http://www.thekingcenter.com/
http://www.stanford.edu/group/King/
http://www.midsouth.rr.com/civilrights/

EDITOR'S NOTE:
Generation X
apathy
eligible voters
soundbites
New Hampshire Primary
Dr. Martin Luther King, Jr.
racism
bigotry

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 19, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 04:15... 06:50
A new report says the income gap between rich and poor is growing in the U.S.

Democracy in America: Iowa's Decision ... 03:15... 10:05
One week before the Iowa Caucuses, many voters remain undecided.

YOUR DAILY DESK ... 00:45... 10:50
Business Desk ... 02:20... 13:10
Flight attendants ask for OSHA help to prevent workplace injuries.

WORLDVIEW ... 00:30... 13:40
Inside North America ... 07:55... 21:35
Chairman William Kennard is taking the FCC into the 21st Century.

Artistry in Action: Okinawa School ... 02:35... 24:10
The Okinawa Actors' School has a unique educational philosophy.

Turner Website Information ... 00:45... 24:55
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:20... 25:15
Jet Ski Heroine ... 02:10... 27:25
Meet a woman who teaches others how to save lives in big surf.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : The Rich Get Richer...

1. According to the study cited in the video, how does the average income of the top 20% of families

in the U.S. compare to the average income of the bottom 20%? What does this mean in terms of real dollars gained or lost by each of these groups over the past 20 years? What has happened to the earning power of the middle class, according to this study? Explain how the middle class is actually "losing ground."

2. What does Lucille Taylor do for a living? What is her salary? How many family members does she support? How does she get to and from work? What does this trip cost her? Where does she live? What does Ms. Taylor know about the stock market? Why is it impossible for her to share in the market's recent prosperity? According to a federal survey, what factor is probably the key to Ms. Taylor's limited earning power?

3. In the video we learn that the director of this study thinks it's time for the government to intervene. What steps does the study advise federal and state governments to take? Why do you think that the organizations that sponsored this study would advocate government intervention? Do you think this is the best approach to solving income inequities? Why/why not?

4. The report cited in the video says that "The growth of income inequality is primarily due to the growth in wage inequality. Wages at the bottom and middle of the wage scale have only recently grown after having stagnated or declined for nearly two decades. The wages of the very highest paid employees, however, have grown significantly." What do students think is accounting for "wage inequality"? Have students work in groups to conduct research on the factors that are contributing to wage inequality, and share their findings. Ask students to consider what might be done to increase the earning power of the poor and middle class, and how this might be accomplished. Challenge each group to come up with a plan of action to address the issue of wage inequality. Have each group present its plan and explain some of the possible downsides of each recommendation. Is it possible to increase the poor and middle class portion of the "American Dream"? Can this be done without negatively impacting businesses and the economy in general?

LINKS:
http://cnn.com/2000/US/01/18/wage.gap/index.html
http://www.cbpp.org/1-18-00sfp.htm
http://www.cato.org/dispatch/01-18-00d.html

Democracy in America: Iowa's Decision : Democracy in America: Iowa's Decision

1. Review some of the sentiments expressed in the video regarding the presidential candidates. Why do you think so many Iowans are undecided a week before the caucuses? How and when do some of them plan to make up their minds? How is waiting to the last minute "part of Iowa's cherished tradition"?

2. What is a caucus? What function do the Iowa Caucuses serve? Have students conduct research to learn more about caucuses and straw polls as part of the political process and share their findings. Generate a class discussion about the Iowa Caucuses as an example of grassroots politics. Focus on the importance of personal appeal, networking and grassroots organization as weapons in a candidate's campaign arsenal. Pose the following scenario and questions to students: You are a campaign advisor for one of the presidential candidates. How would you advise him to campaign in a grassroots contest like the Iowa Caucuses? How might this be different from an approach you might advise for a general election? Discuss.

3. How significant are the Iowa Caucuses? Direct students to the online and other resources to learn about the political significance of this event. Share student information. Some candidates are campaigning heavily in Iowa, while others are concentrating their efforts on the upcoming New Hampshire Primary. Which strategy do students support? Why?

LINKS:
http://cnn.com/ALLPOLITICS/time/2000/01/17/iowa.html

http://cnn.com/2000/ALLPOLITICS/stories/01/18/campaign.wrap/index.html
http://cnn.com/2000/ALLPOLITICS/stories/01/18/boiler.ap/index.html
http://www.drake.edu/public/caucus.html

EDITOR'S NOTE:
think tank
bull market
wage gap
minimum wage
presidential primaries
Iowa Caucuses
exit poll
Caucus Night

YOUR DAILY DESK

Business Desk : Flight Attendants and OSHA

1. How many injuries per 100 fulltime workers occurred in U.S. workplaces in 1998? How does this number compare to the number of injuries among airline workers? What factors make their jobs so hazardous?

2. What did the flight attendants' union demand at a recent government hearing? What agency regulates their workplace now? Why do the flight attendants call the FAA "ill-prepared" to deal with their workplace safety? Why is the FAA reluctant to let OSHA get involved? How has the airline industry responded to the flight attendants' request for OSHA regulations? Why do you think the industry has reacted this way?

3. The Occupational Safety and Health Administration is responsible for enforcing regulations that deal with healthy and safe working conditions. Direct students to conduct research to learn more about OSHA and its mission and discuss their findings. Then invite a local business owner or manager to address the class on the OSHA regulations he/she must follow (NOTE: There are some age-specific safety requirements issued by OSHA, so if your students are old enough to have part-time jobs, it might be interesting to invite a speaker who supervises young workers.) Since it is in the best interest of business to have a safe, healthy workplace, why do business interests sometimes fight proposals for OSHA regulations? Discuss the economic downsides to some of the regulations that the businesses must follow. Refer back to the video to point out why the airline industry is uncomfortable with the prospect of OSHA regulation.

LINKS:
http://stats.bls.gov/news.release/osh.nws.htm
http://stats.bls.gov/news.release/osh.t01.htm
http://www.osha.gov/
http://www.faa.gov/

EDITOR'S NOTE:
union
Occupational Safety and Health Administration (OSHA)
Federal Aviation Administration (FAA)

WORLDVIEW

Inside North America : FCC Chairman

1. What is the FCC? Who is William E. Kennard? Why is his job considered one of the most important jobs in American society? What challenges are associated with his job? How did Mr. Kennard's childhood and academic experiences prepare him to become Chairman of the FCC?

2. What percentage of American jobs require facility with computers? Why does Mr. Kennard believe that all Americans must have access to technology? What obstacles prevent people from having access to technology? What steps is Mr. Kennard taking to ensure all Americans have equal access to technology?

3. Why did Mr. Kennard lobby for political candidates to have free television time? In our opinion, why did Congress oppose Mr. Kennard's idea? What is your opinion on the issue of free television time? Why do you think some people feel that Mr. Kennard "overestimates his power"? Do you agree or disagree with them? Explain.

4. Refer students to the last website below to access a chronology of human communication. Group students. Have each group select a significant innovation from the list and prepare a presentation about how the innovation has transformed communication and impacted civilization. After groups present their findings, challenge students to consider how the Internet might impact civilization during the next 50 years. Then ask: Do you think it is imperative that all people have equal access to technology?

5. How is the Internet different from other forms of communication, including radio, TV, cable and telephone? Refer students to the websites below to learn about the history of the FCC and its regulation policies. Have students identify how and why the FCC regulates radio, TV, cable and telephone communications. Ask: What are the benefits and drawbacks of these regulations for businesses and consumers?

6. Refer students to multimedia resources to learn more about the Internet regulation debate. What social, political, economic and ethical issues are associated with the Internet? Why do some people want the Internet to be regulated? What are the political, legal and logistical challenges associated with regulating the Internet? After discussing these questions, divide your class into two groups to debate whether or not the FCC should regulate the Internet.

7. Inform students that Mr. Kennard recently announced that he plans to restructure the FCC in order to meet the emerging demands of new converging technologies. Refer students to the second website below to learn more about Mr. Kennard's five year plan. How does lack of regulation affect market competition? If the Internet remains unregulated how might consumers be affected? Do you think the role of the FCC should change from industry regulator to market facilitator? Explain. In your opinion, does the FCC still have relevance in the Internet age? Why or why not?

LINKS:
http://www.fcc.gov/
http://www.fcc.gov/21st_century/
http://cnn.com/TECH/computing/9908/16/fcc.makeover.idg/
http://aix1.uottawa.ca/~geist/speechhome.html
http://www.cato.org/pubs/pas/pa-270es.html
http://www.blkbox.com/~ovid/inet.htm
http://lamar.colostate.edu/~hallahan/hchron.htm

Artistry in Action: Okinawa School : Artistry in Action: Okinawa School

1. Where is Okinawa located? What is the school's "hallmark philosophy"? Is this school's philosophy different from that of your school? If so, how?

2. In your opinion, what is the purpose of school-based education? How does a country's culture influence the mission of its educational institutions? What skills and attributes do you think it takes to be successful in a traditional academic setting? What skills and attributes do you think students must have to be successful at the Okinawa Actors' School? Do you think formal education is necessary? Why/why not? What is your opinion of the Okinawa Actors' School?

3. Challenge small groups of students to develop their own educational philosophies and to design school programs that reflect these philosophies. Direct students to consider the following issues when designing their school programs: The age, abilities and interests of the students, curriculum content, class structure, methods of teaching and evaluating students and teaching tools. Following each presentation, have students discuss the benefits and drawbacks of the program.

LINKS:
http://dir.yahoo.com/Education/Theory_and_Methods/
http://www.educacao.pro.br/

EDITOR'S NOTE:
reservation
facility
watchdog
unregulated
wireless
merger
resume
melting pot

NEWSROOM CHRONICLE

Jet Ski Heroine : Jet Ski Heroine

1. Who is Shawn Alladio? How would you describe her job? What experience does she have in this kind of rescue? Why do you think so few women have expertise in this field? Why is Ms. Alladio different?

2. Shawn Alladio speaks of "respect" of the powerful "force" in the surf. What do you think she means? Do you think respect for nature and for danger makes a rescuer better at his/her job? Explain.

3. Ms. Alladio has chosen a non-traditional career, that is, a job in a field that is usually dominated by men. Challenge students to find information on other women who have made their mark in non-traditional careers. Have each student choose one of these women to profile for the class. Inform your students that according to the Women's College Coalition "Women who choose non-traditional careers can expect to have lifetime earnings that are 150% of women who choose traditional careers." Why do students think this is so? What do they think can be done to encourage more young women to pursue non-traditional careers?

LINKS:
http://www.nav.com/gallery/planet/careers.htm
http://quest.arc.nasa.gov/women/intro.html
http://www.academic.org/work.html

EDITOR'S NOTE:
wipeout
surf rescue

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 20, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 00:50... 02:30
Top Story ... 02:10... 04:40
A recurring Pacific climate pattern may drastically alter U.S. weather.

In The Headlines ... 02:00... 06:40
CLOSE FIGHTING IN CHECHNYA

YOUR DAILY DESK ... 00:30... 07:10
Science Desk ... 02:10... 09:20
The NOAA lists the top climate events of the past century.

Science Desk Extra: Housewares Show ... 02:35... 11:55
The "must-have" gadgets of the future are on display today.

Turner Website Information ... 00:45... 12:40
Information on the CNN NEWSROOM Daily Guide

WORLDVIEW ... 00:25... 13:05
Top of the World ... 03:35... 16:40
The Maisin tribe goes to court to save its forests from development.

Taking Care of Business ... 02:45... 19:25
Internet expansion in China is strengthening the nation's economy.

Political Front ... 03:50... 23:15
Holocaust survivors want reparations from European insurance companies.

NEWSROOM CHRONICLE ... 00:45... 24:00
Michael Jordan and the Wizards ... 02:45... 26:45
Michael Jordan steps into the capital limelight as he takes on a management role with the Washington Wizards.

CNN NEWSROOM CLOSE ... 01:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Weather, Weather, Everywhere

1. What is Pacific Decadal Oscillation? How is PDO different from El Nino? What effect is PDO expected to have on the Southern United States? How is it likely to affect weather in the Northwest?

2. How do scientists believe that PDO affected global weather over the past year? What evidence indicates that it may already have had an impact on weather in New England? Speculate as to how PDO might affect the weather where you live over the next several years.

3. Refer students back to the video and generate a class discussion about the effects of drought on the way we live. What "sacrifices" have to be made in a drought? What dangers does a drought present to the environment and to livelihoods? Next, divide the class into groups. Have each group choose one region of the U.S. and brainstorm a list of possible economic and environmental consequences of PDO for that region, assuming the experts' predictions are accurate. Remind students to consider both positive and negative consequences. For example, salmon seem to thrive in the Northwest during PDO-influenced weather. On the other hand, flooding brought about by above-average rainfall can cause severe property damage. Have each group share its list. Can anything be done in advance to minimize the possible negatives this weather pattern could bring? Discuss.

LINKS:
http://www.atmos.washington.edu/~mantua/REPORTS/PDO/pdo_paper.html
http://www.thesunlink.com/news/daily/march99/0304a1c.html
http://tao.atmos.washington.edu/PNWimpacts/PDOdef.html
http://www.globalchange.org/sciall/97sep8g.htm
http://www.coaps.fsu.edu/lib/elninolinks/reports.html

In The Headlines : In The Headlines

1. Where is close fighting taking place between Russian and Chechen troops? How are Russian generals describing their ground assault on the Chechen capital? Why do some analysts question whether taking Grozny would bring about the end of this war?

2. What is an "anti-guerrilla war"? How does fighting an "anti-guerrilla war" like the one in Chechnya make it more difficult to define "victory" for the anti-guerrilla forces?

3. The war in Chechnya has earned Russian President Vladimir Putin popularity among his citizens, and made him the favorite to win election to the presidency in March. Why are most of Russia's citizens supporting this war? Have students work in groups to research Russia's rationale for this conflict as well as the Chechen side, and share their findings. Refer students back to the video, where we learn that the West and the OSCE are calling on President Putin and the Chechens for a ceasefire. Why do students think both sides are ignoring these pleas? Discuss.

LINKS:
http://cnn.com/2000/WORLD/europe/01/19/russia.chechnya.01/index.html
http://www.amina.com/
http://www.russiatoday.com/

EDITOR'S NOTE:

Pacific Decadal Oscillation (PDO)
El Nino
global warming
anti-guerrilla
OSCE
Chechnya

YOUR DAILY DESK

Science Desk : 20th Century Weather

1. What list has the National Oceanic and Atmospheric Administration recently released? What effect do they hope releasing this list will have? What are some of the weather catastrophes mentioned in the story?

2. What evidence supports NOAA's claim that better forecasting is saving lives? To what types of weather events do you think we are still the most vulnerable? Why? What weather-related events do you think will have the greatest impact in the century ahead? Explain.

3. In the story, we hear this statement: "The help of weather technology depends a lot upon where you live." Discuss this comment with your students and have them:
   1. Investigate where the greatest weather disasters have occurred over the last 100 years using the first website below.
   2. Plot these sites on a large classroom map using green dots for 1900 - 1925, red dots for 1926 - 1950, yellow dots for 1951 - 1975, and orange dots for 1976 - 1999.
   3. Discuss:
      - In what general location have the most weather disasters occurred?
      - Is there a notable change in the location of U.S. disasters as the century progressed? In other countries? Explain.

   Discuss whether or not students feel a change needs to occur in the way weather tracking and warning systems are distributed and whether your individual school stands to gain or lose if a redistribution process were enacted.

LINKS:
http://www.publicaffairs.noaa.gov/releases99/dec99/noaa99084.html
http://www.infoplease.com/weather.html
http://www.ncdc.noaa.gov/ol/climate/severeweather/disasters.html

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Science Desk Extra: Housewares Show : Science Desk Extra: Housewares Show

1. Describe some of the products seen in the video. Which do you think are the most practical? The most unique? Which would you be inclined to purchase? Why? What were the newest household inventions on the market at the beginning of the 20th Century? Do you think these were seen as luxuries or necessities when they came on the market? Explain. How would you classify these inventions now?

2. Challenge groups of students to devise designs for their own "must-have" gadgets of the future. Ask them to consider what kinds of appliances and other gadgets they would like to see in use in the next decade. Students may wish to surf some of the Internet sites below, or consult other resources for ideas on contemporary kitchen appliances, electronics, software, home improvements, and the like. Then direct each group to brainstorm ideas and come up with a "must-have" product of the future. Have each group draw a prototype of its product and give it a name. Hold a "Housewares Show" of the future and have groups explain their products.

LINKS:
http://www.gadget.co.za/people/011999/13091999.html
http://news.cnet.com/news/0-1006-200-341862.html?tag=
http://www.gadgetguru.com/IDXITHIS.HTML
http://www.nhma.com/ihshow/ihs.html

EDITOR'S NOTE:
dust bowl
forecasting
NOAA
typhoons
household inventions

WORLDVIEW

Top of the World : Tribal Land New Guinea

1. Who are the Maisin? What is the relationship between the Maisin and their rain forests? Why does the Malaysian development company want to clear-cut the rain forest in Papua New Guinea? How would the destruction of the forest affect the culture of the Maisin? What is the nature of their lawsuit? How has the Supreme Court of Papua New Guinea responded to the Maisin's appeal?

2. In your opinion, who would benefit from the proposed development project? Do you think economic development is important to the Maisin? Explain. Do you think the proposed economic gains outweigh the Maisin's need to preserve their forests and their culture? Explain. Do you think the Maisin tribe will win its case? Why/why not? In your opinion, what might the Maisin do to raise additional money to pay for their lawsuit?

3. As a class, consider how economic development during the last 50 years has impacted your nation, its environment and the culture of your country. Ask: What are the benefits and drawbacks of modern progress? Do you think your country is better as a result of economic development? Why/why not?

4. The rain forest of Papua New Guinea is not the only forest being threatened. Challenge groups of students to locate other threatened forests throughout the world. Then have each group research one of the forests to learn more about the forest's species, ecosystems, how it is used by humans and the factors that threaten its existence. Direct each group to use its information to develop a public awareness campaign to save that forest.

LINKS:
http://cnn.com/ASIANOW/australasia/9911/24/tribal.land/index.html
http://www.corpwatch.org/trac/gallery/maisin/index.html
http://www.pngonline.gov.pg/pngsite/pngsite.nsf/pages/intro
http://www.datec.com.pg/pngsite/pngsite.nsf/pages/forest
http://www.cia.gov/cia/publications/factbook/pp.html
http://www.wri.org/
http://www.rainforest-alliance.org/

Taking Care of Business : WTO China Internet

1. Have students share what they know about the history, culture, politics and economy of modern-day China. What is the World Trade Organization (WTO)? What is the status of China's

entry into the WTO? Why does entering the WTO present a "whole new quandary" for China? How has the Chinese government reacted to the Internet?

2. Refer small groups of students to the websites below to learn more about China's admittance into the WTO and the status of the Internet in China. Have each group identify:
   1. Why it has been difficult for China to become a member of the WTO
   2. The benefits and obligations associated with being a member of the WTO
   3. The governments and industries that will stand to benefit by having China join the WTO
   4. Whether or not the Internet will help strengthen China's economy
   5. How the expansion of the Internet in China will affect relations between the Chinese citizenry and the state
   6. How joining the WTO and expanding the Internet might impact China's culture, economy and infrastructure.

   After groups share their findings, divide your class into two groups to debate whether or not China should be admitted into the WTO.

LINKS:
http://cnn.com/SPECIALS/1999/china.50/red.giant/human.rights.dalpino/internet/
http://cnn.com/2000/ASIANOW/east/01/11/china.wto.ap/index.html
http://cnn.com/ASIANOW/east/9911/17/china.internet.ap/
http://cnnfn.com/cnn/ASIANOW/east/9911/15/bc.wto.highlights.reut/index.html
http://www.odci.gov/cia/publications/factbook/ch.html
http://www.wto.org/
http://www.gio.gov.tw/

Political Front : Holocaust Heirs

1. What happened on what has become known as Kristallnacht? What does the word "Kristallnacht" mean? How was Dorrit St. John affected by Kristallnacht and the Nazi regime? How were some German Jews exploited by insurance companies during the Holocaust? Why do you think this occurred? How is the Simon Weisenthal Center helping Holocaust survivors obtain restitution and reparations from insurance companies?

2. Have students share what they know about the WWII and the Holocaust. Then, assist students in locating and reading survivors' accounts of the Holocaust. In class discussion have students share what they have read and discuss how this horrible event impacted the lives of those who experienced it. Ask: Did German insurance companies contribute to the Holocaust? If so, how? It has been over 50 years since the Holocaust occurred. Do you think the insurance companies should still be liable for Holocaust survivors' outstanding claims? Why/why not? Why do you think it has taken so long for Holocaust survivors to receive restitution and reparations? Do you think the insurance companies' reparations exonerate them for their wartime role? If not, what else might these companies do to make amends?

LINKS:
http://www.wiesenthal.com/
http://www.livingheirs.com/
http://www.riskinternational.com/
http://remember.org/
http://home.snap.com/main/channel/item/0,4,-9375,00.html

EDITOR'S NOTE:
tribal land
conservationists
WTO

censor
subversive
Mandarin voice recognition
Kristallnacht
Holocaust

NEWSROOM CHRONICLE

Michael Jordan and the Wizards : Michael Jordan and the Wizards

1. Who is Michael Jordan? How would you describe his professional accomplishments? Of what team will he become part-owner and head of operations? What do you know about the Washington Wizards? How does their overall performance on the court compare to that of Michael Jordan's? What impact do you think Washington's fans expect Michael Jordan to have on their team? Why?

2. According to the video, in what ways is Michael Jordan expected to "wield influence" in Washington? Why do you think he will be the center of attention in this city? What could happen if Mr. Jordan is not able to produce a winning spirit and record for the Wizards? Do you think the pressure on him to deliver is reasonable? Why or why not?

3. Refer students back to the introduction to this segment and generate a class discussion about the "Cult of Personality." What does this phrase mean? Ask students how they would describe Michael Jordan's personality, and how it is an asset to him off the court, in the business world. Then direct each student to conduct research on any other personality who holds a position of leadership in business, sports, politics or entertainment. Have each student present a profile of that person and discuss how his/her personality has impacted his/her profession. Challenge students to make predictions about the future of the Washington Wizards based on the personal qualities Michael Jordan will bring the team.

LINKS:
http://cnnsi.com/basketball/nba/news/2000/01/19/jordan_wizards_ap/
http://cnnsi.com/inside_game/magazine/basketball/nba/news/2000/01/18/nba0124/
http://jordan.sportsline.com/

EDITOR'S NOTE:
Michael Jordan
Washington Wizards
endorsement
NBA

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 21, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 00:50... 02:30
Top Story ... 02:20... 04:50
The focus shifts to Palestinians and Israelis in the next round of peace talks.

YOUR DAILY DESK ... 00:45... 05:35
Editor's Desk ... 02:20... 07:55
New technology makes movies assessible to the deaf and blind.

WORLDVIEW ... 00:25... 08:20
Political Front ... 03:35... 11:55
The Berlin Wall was a formidable barrier.

Inside Africa ... 02:25... 14:20
Few people have seen the Sudanese pyramids.

NEWSROOM CHRONICLE ... 01:05... 15:25
Student Bureau ... 12:00... 27:25
American students talk to Croatians and Bosnians about the legacy of ethnic conflict.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Mideast Talks

1. What happened to the U.S.-sponsored peace talks between Israel and Syria? With whom will Israeli representatives next meet to talk about peace in the Middle East? Who does Yasser Arafat represent? What are the "core concerns" of the Palestinians and Israelis? Why is time of the essence in achieving a deal for peace?

2. What is the status of each of the core concerns facing Israelis and Palestinians? Divide the class into groups and have each group choose one issue to research as it applies to peace between Palestinians

and Israelis: the establishment of Palestine as an independent state, the question of refugees, water, and the status of Jerusalem and the West Bank. Have each group make a formal presentation of its findings. Based on their information, do students think there exists the possibility of a compromise between Israelis and Palestinians on all of these issues? Challenge the class to speculate as to whether President Clinton's September peace agreement deadline can be met.

3. At home and abroad, Israeli President Ehud Barak has been criticized for his philosophy of "land for peace" with the Palestinians. Palestinian President Yasser Arafat has also been criticized by Israel and others for a lack of control over Palestinian extremists accused of launching terrorist attacks against Israelis. Ask students to consider how the peace process has also become a test of credibility for both of these leaders. Generate a class discussion about the huge sacrifices that will have to be made by each if a lasting peace is to be achieved. What are the possible political repercussions in both countries if their efforts are unsuccessful in the long-run? Are there any possible political consequences for U.S. President Clinton? Discuss.

LINKS:
http://cnn.com/2000/WORLD/meast/01/20/arafat.trip.03/index.html
http://cnn.com/WORLD/struggle_for_peace/
http://menic.utexas.edu/menic/

EDITOR'S NOTE:
Yasser Arafat
Jerusalem
tenure
Syria
Israel

YOUR DAILY DESK

Editor's Desk : Movies for the Disabled

1. What is the Rear Window Captioning System? Who developed this technology? How many people in the U.S. are deaf and blind? How much does it cost to create the captions and descriptions for a two hour film? Do you think Rear Window Captioning should be mandatory for all movie theaters and first run films? Why/why not?

2. Refer students to online resources, including the last website below, to learn about the Americans with Disabilities Act of 1990. Ask: What is a disability? What is discrimination? How have disabled people been discriminated against in American society? Do you think the act has reduced discrimination against the disabled? Explain. Does society continue to discriminate against disabled people? If so, how?

3. Survey students in your class to find out what type of recreational activities they enjoy. Then, ask students how being deprived of their sight or hearing would impact their ability to enjoy these activities. Group students and challenge each group to devise a way to make participation in one of the recreational activities possible for both blind and deaf individuals. Have groups share their ideas.

LINKS:
http://www.wgbh.org/wgbh/pages/ncam/mopix/aboutproject.html
http://www.wgbh.org/wgbh/pages/ncam/index.html
http://www.wgbh.org/wgbh/pages/ncam/accesslinks.html
http://www.webable.com/

http://dww.deafworldweb.org/
http://www.usdoj.gov/crt/ada/statute.html

EDITOR'S NOTE:
rear window captioning
diode
superimposed
synchronized

WORLDVIEW

Political Front : Germany Death Strip

1. What was the Berlin Wall? When and why was it erected? Why did many East Germans attempt to flea East Germany after the Wall was erected? What were some of the different ways that people tried to escape East Germany?

2. What was Checkpoint Charlie? Describe the role of the U.S. military at the Berlin Wall. Why were U.S. troops not allowed to assist East German escapees? What is your opinion of this policy?

3. Why is the prosecution of those who were involved in border killings considered a "bitter legacy of the Wall"? Why do the guards usually receive stiffer sentences than the escapees? Why are these trials politically significant?

4. Refer students to texts and the websites below to learn more about the history of the Cold War and the Berlin Wall and its impact on the German people. Discuss the following questions: How was the city of Berlin divided once the Wall was erected? How did each section of the city fare during the Cold War? Why do you think the East suffered while the West thrived?

5. Tell students to imagine that they are German citizens living in Eastern Berlin in August, 1961. One morning they awaken to find soldiers dividing their city with barbed wire. No one can leave the East to go to the West, to do so would risk imprisonment or death. Remind students that many Germans had friends and family on the other side of the Wall. What would the students do? Generate a class discussion about the situation: How would life be different? Would the students have wanted the international community to respond? Direct students to the Internet and other resources to read accounts and descriptions of what life was like "behind the Wall."

LINKS:
http://www.dailysoft.de/berlinwall/
http://turnerlearning.com../cnn/coldwar/
http://members.aol.com/johball/berlinwl.htm
http://www.webster.monroe.edu/spry/BerlinWall.html
http://online.santarosa.edu/unify94/wies1.html

Inside Africa : Hidden Pyramids

1. Identify Sudan on a world map. Where are the "hidden pyramids" located? Why does much of the pyramids' history remain an enigma? What obstacles prevent people from visiting the pyramids in Sudan?

2. Inform students that according to Abdelhey Abdelsawi, senior inspector of the National Board for Antiquities and Museums, "Sudan's ancient civilization of Meroe built the pyramids to house their

dead kings and queens... The Meroite kingdom in Sudan lasted from the fourth century BC to the fourth century AD." Then, refer students to library and online resources to learn more about the kingdom of Meroe and the history and significance of the pyramids. Have students compare the ancient civilization of Meroe to the civilization of present-day Sudan. Then, have each student write a fictional short story about the pyramids of Meroe based on his/her research.

3. Direct students to multimedia resources, including the websites below to learn more about the history of Sudan's Civil War, the current level of volatility within the nation, and the U.N. Universal Declaration of Human Rights. How have war, drought and poverty affected the lives of the Sudanese people? As a class, identify and discuss whether the government of Sudan has violated the U.N. Declaration of Human Rights, and if so, how. Do students think the international community should take an active role in Sudan? Discuss.

LINKS:
http://www.sudan.net/index.html
http://www.arab.net/sudan/history/sudan_history.html
http://www.state.gov/www/issues/relief/index.html
http://www.un.org/Overview/rights.html
http://cnn.com/TRAVEL/NEWS/9809/30/sudan.pyramids.reut/index.html
http://www.hp.uab.edu/image_archive/um/uml.html
http://i-cias.com/m.s/sudan/meroe.htm
http://www.pbs.org/wgbh/nova/pyramid/

EDITOR'S NOTE:
Checkpoint Charlie
rules of engagement
Berlin Wall
Sudan

NEWSROOM CHRONICLE

Student Bureau : Millennium Voyage: The Balkans

1. Locate Croatia on a world map. When did Croatia become independent? Of what country was it once a part? What happened in the former Yugoslavia that resulted in Croatia's independence?

2. Where is Dubrovnik? What happened there in 1991? How did the war change the city physically and economically? Relate some of their guide's personal accounts that "put a face on the war" for the American students. How did the war affect Marko? How does he feel about his old friends who are Serbs? Why do you think he feels this way?

3. What three groups are the primary ethnic groups in Bosnia? According to the video, why did most of the fighting take place there? Locate Mostar on a map of the former Yugoslavia. What does one see driving down the streets of Mostar today? Besides the physical changes, how has Mostar changed socially since the fighting? According to Deni, have the different ethnic groups in Mostar always hated each other? Explain. What does Deni say his generation learned from this war?

4. Use this opportunity to familiarize your students with Yugoslavia's history and its role in today's conflicts there. Divide the class into groups and have each choose a period in the history of the former Yugoslavia through the present. Have each group present its findings. Discuss the basis for conflicts that have raged in this region for hundreds of years. What role have religion, ethnicity and nationalism played in Yugoslavia's turbulent history?

5. The international community has intervened in the Balkans throughout the ethnic conflicts that have erupted there. Challenge your students to learn more about international efforts towards stability in this region. Have students work in groups to learn more about international peace efforts including Security Council resolutions, NATO/IFOR military involvement (Operation Joint Endeavour) and the Dayton Peace Accords. Share group findings. What is the status of these efforts? Which, if any, have accomplished their objectives? What do students think the international community has learned from the Balkan experience?

6. Natalie, Diana, and Chris acquired a new perspective on the wars in Croatia and Bosnia through the personal experiences of their young guides. After watching the video, ask your students how the personal stories of Marko and Deni affected them. Generate a class discussion about ethnic conflict: Is it a problem in your community? In your country? How might your students apply the perspectives of Marko and Deni to alleviating ethnic tension in their lives? Challenge each student to write an essay offering his/her ideas for bridging ethnic gaps among young people.

LINKS:
http://www.croatia.hr/contents.html
http://www.xs4all.nl/~frankti/Warhistory/war_hist.html
http://www.cco.caltech.edu/~bosnia/doc/start.html
http://www.dtic.mil/bosnia/
http://www.odci.gov/cia/publications/factbook/bk.html
http://www.cnn.com/WORLD/Bosnia/history/
http://www.didyouknow.com/yugoslavia.htm
http://www.cfcsc.dnd.ca/links/wars/bosnia.html

EDITOR'S NOTE:
Yugoslavia
Croatia
Bosnia
Dubrovnik
Mostar
Muslims
Serbs
Roman Catholics

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January 24, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:35... 02:00
Top Story ... 05:25... 07:25
-Iowa holds the first party caucuses.
-First caucuses and primaries don't always predict the nominee.

In the Headlines ... 02:00... 09:25
ICE STORMS HIT SOUTHEASTERN U.S.

YOUR DAILY DESK ... 00:35... 10:00
Environment Desk ... 02:25... 12:25
Catalina Island's goat population is out of control.

WORLDVIEW ... 01:00... 13:25
Around the World ... 10:00... 23:25
Scientists say that earth is on the verge of a biodiversity crisis.

Turner Website Information ... 00:45... 24:10
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 01:00... 25:10
Ask The Children ... 02:30... 27:40
A new study reveals how kid's feel about having working parents.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Iowa Caucuses

1. Locate Iowa on a map. What is a caucus? Explain what happens on "Caucus Night" in Iowa. What is the purpose of this event? Why is this event politically significant? Why do some people consider the Iowa caucus "quaint and old-fashioned"?

2. What are the differences between the Democratic and Republican parties? What is a delegate? How are delegates selected during the Republican and Democratic caucuses? What are the benefits and drawbacks of these methods of selection?

3. What is the difference between the Iowa caucus and the New Hampshire primary? Which of these events do you think has the greatest impact on the outcome a presidential election? Explain. According to the CNN-USA Today Gallup Poll, which Democratic and Republican candidates are the front-runners in New Hampshire?

4. To what extent do early state caucuses and primaries set the tone for the entire U.S. presidential race? Refer students to the video to review previous results from the Iowa caucus and New Hampshire primary elections. Compare these results to their respective final party convention results. Is a good showing in Iowa or New Hampshire an accurate indicator of whether a candidate will become their party's presidential nominee? Explain.

5. Help students generate a list of issues that are central to the presidential campaign. These issues include: Agriculture, quality of life, economy, tax reform, education, environment, foreign policy, gun control, health care, campaign finance reform and technology. Then, have each group select a presidential candidate and prepare a presentation about the candidate's position on each of these issues. After the presentations, poll your students to determine their selections for Republican and Democratic nominees. Compare the students selections to the results of the Iowa caucus.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/01/23/iowa.wrap/index.html
http://www.iowacaucus.org/
http://www.iowacaucus.org/candidate_choices.asp
http://www.drake.edu/public/caucus.html
http://www.iowapoliticalhotline.com/Caucus2000.htm
http://www.gazetteonline.com/caucus/index.htm

In the Headlines : In the Headlines

1. Which U.S. states were hit by ice storms? What type of damage was caused by the ice storms?

2. Have you ever been without electricity? If so, how did it affect you? How do ice storms occur? In your opinion, how are ice storms different from other storms?

3. What are some of the economic and environmental consequences of ice storms? Have groups of students consult online resources to compile a list of these consequences. Have groups present their findings and discuss. Then, help your students generate a list of possible countermeasures to offset the negative consequences.

4. What types of severe weather warnings or natural disasters have you experienced in your town? Invite a professional from an emergency planning board in your town to visit your classroom to explain the steps people need to take when a disaster strikes. Have students use this information to create a poster campaign to inform others about how to prepare for a natural disaster.

LINKS:
http://cnn.com/2000/WEATHER/01/23/southeast.icestorm.03/index.html
http://www.nws.noaa.gov/
http://fbox.vt.edu:10021/M/mwarrill/ice.html
http://www.newswire.ca/releases/September1998/11/c2444.html
http://www.state.me.us/doc/mfs/icefrnt.htm

EDITOR'S NOTE:
caucus
precincts
delegates
primary
incumbent
ice storm

YOUR DAILY DESK

Environment Desk : Catalina Goats

1. How are goats impacting California's Santa Catalina Island? Why are these animals difficult to remove? What happened twenty years ago when a removal plan was carried out? Was the recent removal plan successful? Why/why not?

2. Why does Bill Dyer believe humans bear responsibility for the goats' actions? Do you agree? Why/why not? What is missing from Santa Catalina Island's ecosystem that could have regulated the goat population?

3. Have your students research and define the term "limiting factor." Discuss how limiting factors usually regulate animal populations. Direct students to develop hypotheses explaining why this hasn't happened on Santa Catalina Island. Divide your class into small groups. Have each group create a plan for balancing Santa Catalina Island's ecosystem that would:
   1. Introduce a limiting factor for goats to Santa Catalina's ecosystem
   2. Decrease but not endanger Santa Catalina's goat population
   3. Add balance to Santa Catalina's ecosystem
   4. Be self regulating.

   After each group present its plan, discuss the similarities and differences between the different plans.

LINKS:
http://newmedia.scetv.org/naturescene/cartwheelbay/limitations.html
http://mercury.bio.uaf.edu/%7Eerexstad.faculty/wlf201/lecture12.htm
http://geography.rutgers.edu/courses/99spring/101sp99/LECTURES/lec24/tsld003.htm
http://www.idausa.org/Campaigns/catlicampaign.html

EDITOR'S NOTE:
goats
ecosystem
Santa Catalina Island
cloven
predators
firebreak

WORLDVIEW

Around the World : The Sixth Extinction

1. What do the tiger, rhinoceros, blue whale and panda all have in common? How does their dilemma

compare to what scientists are predicting could happen over the next 50 to 100 years?

2. What evidence supports the claim that the Sixth Extinction is "no wild theory"? What has happened in previous mass extinctions? How is the Sixth Extinction different from its predecessors? Who or what is responsible for the Sixth Extinction? Explain how human action is threatening half the species on the planet.

3. Generally speaking, where are most mass extinctions taking place? What is a "hot spot"? According to one study mentioned in the video, how many hot spots are there worldwide? How much of the earth's area falls into the hot spot category? What fraction of the earth's animal species is sheltered there? What kind of habitat is most threatened?

4. How could mass destruction in the world's rain forests have long-term repercussions? According to scientists, what must be done to prevent the Sixth Extinction, and how soon must humans react? Some scientists believe there is a powerful moral argument that could bring all nations together to deal with this biodiversity crisis. What is that argument? Do you think the governments of most nations would agree with this thinking? Explain.

5. In the video, Janet Abramowitz says "One of the sad parts of this extinction is that we are losing in essence pages and volumes from nature's library before we even had a chance to know the title of these books, much less to know their contents and importance." Read this quote to students, then generate a class discussion to analyze what the speaker means. Then challenge your students to learn more about little-known species in the plant and animal kingdom. Divide the class into small groups, and have each group locate a species that is relatively unknown to most people. Direct groups to conduct research to learn more about their chosen species. Have each group make a formal presentation of its findings, including sharing photos or illustrations of its species and information on possible health or other benefits the species could offer humankind.

6. Point out to students that the video refers to the "intricately-woven web of life." Discuss this concept and the related claim that pulling out too many "threads" causes the entire "fabric" to "disintegrate." Then have each student select any one species and research its habitat and place in the ecosystem. Direct each student to create a diagram or chart that illustrates this species' place in the food web, and how its disappearance would impact the rest of the web. Have students share their work. Conclude by having students write essays comparing the biodiversity of earth's ecosystem to a finely-woven tapestry.

7. In this video we learn that the Sixth Extinction is not happening because of an external force, but directly due to the actions of humans. One scientist has characterized the human species, Homo Sapiens, as "the exterminator species." Do students agree or disagree with this label? Have students work in groups to learn more about efforts to prevent mass extinction. Then lead a class discussion centered on these questions: If humans are the cause of the Sixth Extinction, can they also be the solution? What actions are underway to prevent this mass extinction? What more must be done? Do students believe the Sixth Extinction will actually occur? Why or why not?

LINKS:
http://www.nationalgeographic.com/ngm/9902/fngm/index.html
http://www.soton.ac.uk/~engenvir/environment/biodiversity/biodiversity.htm
http://www.amnh.org/science/biodiversity/index.html
http://www.amnh.org/science/biodiversity/extinction/IntroBasicsOngFS.html
http://www-formal.stanford.edu/jmc/progress/biodiversity.html
http://conbio.rice.edu/vl/browse/
http://www.wri.org/wri/biodiv/bri-why.html

EDITOR'S NOTE:
extinction

evolution
biological diversity
aggregate
biosphere

NEWSROOM CHRONICLE

Ask The Children : Ask The Children

1. What was the purpose of the "Ask the Children" study? According to the study: What do working parents worry about the most? What are kids most concerned about?

2. In the video, Ellen Galinski states, "It's as if parents and children are looking through a picture window and seeing an entirely different landscape." What is the meaning of this statement? According to the study, how do parents' and children's perspectives about working parents differ? Do you agree with Ms. Galinski's findings? Explain.

3. Ask students: What challenges do you think parents face in managing work and family responsibilities? What are the benefits and drawbacks of having working parents? Next, direct students to pose these questions to their parents. Have students compare and contrast their findings. Then, discuss how this information might be useful to families.

4. Have students interview their parents and grandparents to find out how gender and parental roles have changed during the last 50 years, and the reasons for these changes. After students share their findings, have each student write an essay describing the skills, attributes, and resources he/she would need to be a successful parent. After students share their essays, ask: Do you think it is possible to have a career and be a successful parent? Why/why not? Instruct students to consider how employers might help parents manage their work and family responsibilities.

   EXTENSION: Ask students to define the term "latchkey child"? Then, share the following statistic, "an estimated 28 million school-age children (in the U.S.) have working parents, including 5 million to 7 million "latchkey children" who get no adult supervision after school." Do you think children need adult supervision? Why/why not? What supervised after-school activities are available for kids in your community? Are these activities sufficient? Explain. Group students. Challenge each group to design an after-school program for teenagers. Have students share their ideas and discuss.

LINKS:
http://www.familiesandworkinst.org/
http://humanresources.about.com/msub25.htm?iam=mt
http://www.connectforkids.org/content1553/content_show.htm?doc_id=8147&attrib_id=318#introductio

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EDITOR'S NOTE:
Families and Work Institute
parenting
latchkey child

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 25, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40... 02:15
Top Story ... 05:35... 07:50
-CNN NEWSROOM's Andy Jordan explains the basics of caucuses and primaries.
-Al Gore and George W. Bush win the Iowa caucuses.

YOUR DAILY DESK ... 00:35... 08:25
Health Desk ... 03:05... 11:30
The varicella vaccine helps keep kids from getting chickenpox.

WORLDVIEW ... 00:40... 12:10
Check It Out: Medical Second Chances ... 12:10... 24:20
Medical technology offers millions a second chance at life.

NEWSROOM CHRONICLE ... 00:40... 25:00
Democracy in America: Images Versus Issues ... 02:35... 27:35
Several key factors influence how U.S. voters view presidential candidates.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America

1. How would you define "caucus"? What is the difference between a presidential caucus and a primary? Which state holds the first presidential caucuses? Which state holds the first presidential primaries? Which candidates won the Iowa caucuses?

2. Besides determining presidential candidate preference among voters in each party, what other purpose do caucuses and primaries serve? What is a delegate? How many delegates will Iowa send to the GOP and Democratic National Conventions? How many delegate votes will a Republican or a Democratic candidate need to win their party's nomination? How are delegates to national party conventions "a link between voter and candidate"?

3. What was the function of the caucus in early American politics? How did the primary evolve from this function? According to Professor Alan Abramowitz, how are caucuses "more demanding" than primaries? Advocates of caucuses support them because they require the voter to actively participate by going to the meeting and casting a public vote. Critics view the caucuses as impractical and easily controlled by small groups. With whom do you agree, and why? Do you think that political caucuses have outlived their usefulness or are they good living examples of grassroots democracy? Explain.

4. What benefits and downsides are associated with the caucus and the primary? Divide the class into small groups. Using the Iowa Caucuses and the New Hampshire Primary as their guide, have groups research the pros and cons of the caucus and primary systems. Direct each group to display its findings in a side-by-side comparison. Have groups present their comparisons. Does either system more accurately express the will of the voters? Does either system accurately predict the presidential nominee of each party? Discuss.

5. A caucus is also an informal group of people with a common political interest. What examples of caucuses are mentioned in the video? If your class were to form its own caucus to your student government, what might the function of the caucus be? What issues might your class caucus put forth in its agenda or political platform, and why? Compare the function of your class caucus to that of a congressional or special interest caucus that exists in government. What is the ultimate goal of this kind of caucus? How does the caucus prove that individuals who are interested in the political process can bring about change?

LINKS:
http://www.dmregister.com/
http://www.iowa2000.com/
http://www.funkandwagnalls.com/encyclopedia/low/articles/c/c004001081f.html
http://www.drake.edu/public/caucus.html
http://www.nhprimary.nhsl.lib.nh.us/
http://cnn.com/2000/ALLPOLITICS/stories/01/24/iowa.wrap/index.html

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EDITOR'S NOTE:
caucus
primary
Congressional Black Caucus
delegate

YOUR DAILY DESK

Health Desk : Chickenpox Vaccine

1. What is a vaccine? What are the symptoms of chickenpox? Who is at risk for contracting chickenpox? What medical complications are associated with chickenpox? How many children die each year as a result of chickenpox?

2. Did you ever have chickenpox? If so, what was it like? Refer students to the websites listed below to learn more about chickenpox and the varicella vaccine. How do people contract chickenpox? What are the benefits and drawbacks of the varicella vaccine? Do you agree with the American Academy of Pediatrics' recommendation that the varicella vaccine be mandatory for children entering school? Why/why not?

3. Have students research the history of vaccines and their impact on communicable diseases during

the last century. Group students. Direct each group to prepare a presentation about a communicable disease for which a vaccine was developed. How did the disease impact society? What were the benefits and liabilities associated with the vaccine? Do you think the government should require childhood vaccinations? Why/why not? Following the presentations, discuss what might happen if people stopped getting vaccinated.

LINKS:
http://www.cdc.gov/od/oc/media/fact/chickenp.htm
http://www.cdc.gov/nip/vaccine/nip-cpox.htm
http://www.cdc.gov/nip/Q&A/genqa/geninf3.htm
http://www.cdc.gov/nip/vacsafe/fs/vaxsaft.htm
http://www.aap.org/family/chckpox.htm
http://www.mayohealth.org/mayo/9809/htm/immunization/nonjsattention.html

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EDITOR'S NOTE:
varicella vaccine
chickenpox
American Academy of Pediatrics
contagious
streptococcal disease
immunity
booster dose

WORLDVIEW

Check It Out: Medical Second Chances : Check It Out: Medical Second Chances

1. Who is Michael DeBakey? In what medical field has he been a pioneer? What are some medical inventions that have been attributed to him? How does his latest invention offer heart patients a second chance at life?

2. Describe some of the other medical technology that is enabling people to live longer, healthier lives. How are doctors harnassing the body's own power to heal itself? Explain how human genes have taken on a vital role in curing disease.

3. What are stem cells? Where are they found? What diseases could possibly be cured by the use of stem cells? What is tissue engineering? How could tissue engineering make the need for artificial limbs obsolete? Why is both stem cell and tissue engineering technology controversial?

4. In the video we hear that Dr. Michael DeBakey is considered one of the best medical minds of the millennium. What other medical advances and inventors would students put in that category? Direct students to work in groups to learn more about medical wonders of this Millennium. Groups will want to consider inventions such as the X-ray, penicillin, aspirin, and the polio vaccine, among others. Have each group select one of these advances and research its origin, inventor, and present-day use. Direct groups to present their findings. As a class, create a list of the Medical Wonders of the Millennium and rank the entries from most to least significant.

5. The modern technology that will allow humans to generate organs and improve longevity raises several bioethical questions. Introduce your students to the term "bioethics" and have them research its meaning. Generate a class brainstorming session to list a series of bioethical questions the medical technology seen in the video might raise. Write students' questions on the board. Challenge each student to choose one of these questions, conduct research to learn more about the medical and ethical issues involved, and write a position paper that answers that question.

6. Direct your students to the last website below, or any other appropriate resource, for a modern version of the Oath of Hippocrates. Read the oath aloud in class. Generate a class discussion on the medical advances seen in the video and the oath medical professionals take: In students' opinions, do these medical technologies support the Oath of Hippocrates or violate it? Allow students to support their opinions on this issue with evidence from the video.

LINKS:
http://www.usatoday.com/life/health/heart/lhhea031.htm
http://www.ampef.org/advances.htm
http://www.seas.upenn.edu/penntech/features2.html
http://research.mednet.ucla.edu/pmts/
http://www.nobel.se/essays/research/index.html
http://www.medlib.iupui.edu/osca/smoath.htm

EDITOR'S NOTE:
graft
transplant
ventricle
retina
DNA
regenerate
stem cells
tissue engineering

NEWSROOM CHRONICLE

Democracy in America: Images Versus Issues : Democracy in America: Images Versus Issues

1. According to the video, what matters most to U.S. voters when considering a presidential candidate? Do you agree? Explain. Why do you think many U.S. voters consider these factors important? In your opinion, what are the characteristics of a successful leader?

2. What percentage of U.S. voters think "that things are going well"? What is an incumbent? Why is it surprising that Al Gore is trailing behind George Bush in the polls? With what political parties are John McCain and Bill Bradley affiliated? How are their campaign strategies similar? What is the difference between a Washington "outsider" and a Washington "insider"? What are the political benefits and drawbacks of being either an "insider" or an "outsider"?

3. According to correspondent Frank Sesno, "This year, amid peace and prosperity, following scandal and impeachment, there is a unique landscape candidates and voters confront." Share this quote with your class. Have students explain the meaning of this quote. Ask: How do you think America's current social, economic and political climate will influence U.S. voters?

4. Have students list the U.S. presidential candidates. Then group students. Refer each group to multimedia resources, including the websites below, to prepare a presentation about the personality, character, and leadership ability of a presidential candidate. After the presentations, have students identify how the images of the candidates differ. Ask: How has the media influenced the public's perception of these candidates? Do you think a presidential candidate's public image is a true representation of his personality and character? Why/why not? Which candidate do you think is the most appealing? Why? Would you vote for this candidate? Why/why not?

LINKS:

http://cnn.com/interactive/allpolitics/9909/candidate.bios/frameset.exclude.html
http://cnn.com/interactive/allpolitics/9911/state.pages/frameset.exclude.html
http://www.niu.edu/newsplace/whitehouse.html
http://www.newsdirectory.com/news/press/na/us/

EDITOR'S NOTE:
Washington outsider
leadership
character

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January 26, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:40... 02:10
Top Story ... 06:25... 08:35
-The U.S. Presidential campaign moves to New Hampshire.
-New Hampshire citizens practice grassroots politics.

In the Headlines ... 01:00... 09:35
SNOW STORMS HIT THE U.S. EAST COAST

YOUR DAILY DESK ... 00:40... 10:15
Business Desk ... 02:25... 12:40
There are several options for those who want to save money for college.

Business Desk Extra: Ben & Jerry's Takeover ... 02:45... 15:25
Large corporations offer to buy Ben & Jerry's Homemade Inc.

WORLDVIEW ... 00:50... 16:15
Business Brief: The Future of Money ... 05:50... 22:05
E-commerce has expanded the definition of "money."

Taking Care of Business ... 02:50... 24:55
Indonesian women push for greater personal and national freedom.

NEWSROOM CHRONICLE ... 00:35... 25:30
Disabled Volleyball Player ... 02:00... 27:30
A disabled female athlete is banned from the Paralympics.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America

1. How would you define "primary"? What is the difference between the Iowa caucuses and the New Hampshire primary? When will the New Hampshire primary take place? Besides determining presidential candidate preference among voters in each party, what other purpose does a primary serve?

2. What was the outcome of the Iowa caucuses? Which candidates are favored to win the New Hampshire primary? Why? Why do you think that historically the outcomes of the Iowa caucuses and the New Hampshire primary have been different? Do you think it is possible for Bill Bradley to become his party's presidential nominee if he looses the New Hampshire primary? Explain.

3. What is the state of New Hampshire's economy and unemployment rate? How has New Hampshire changed during the last ten years? What issues are important to New Hampshire voters? Why is the New Hampshire primary historically significant? Do you think the New Hampshire primary has outlived its usefulness or is it a good living example of grassroots democracy? Explain.

4. Why is it important for a presidential candidate to do well in the New Hampshire primary? How many Democratic and Republican delegates are at stake in New Hampshire? We learn from the video that the presidential candidates "do not take a single vote for granted." Do you think each person's vote is important? Why/why not? If you were offered $1,000,000 to relinquish your right to vote, would you take the money? Why/why not?

5. Have students compare and contrast the candidates' campaign strategies. Ask: Which strategies do you think are the best? Why? Why might Steve Forbes pose a threat to George W. Bush's campaign? What are the benefits and drawbacks of using negative advertising in a presidential campaign, for both the candidates and the voters? How do John McCain and George W. Bush differ as presidential candidates? Why do you think John McCain chose to focus his campaign efforts in New Hampshire, rather than in Iowa? What is your opinion of his campaign strategy?

6. Refer small groups of students to multimedia resources, including the websites below, to learn about the Federal Election Commission, campaign financing, and the cost of running a presidential campaign. Have each group determine:
   1. Which presidential candidates have the greatest financial resources
   2. How the outcome of the New Hampshire primary might impact a candidate's ability to generate campaign financing
   3. The extent to which campaign financing affects the outcome of a presidential campaign.

   After students present their findings, have them use this information and their knowledge of the candidates to the predict the outcomes of the New Hampshire primary, and the Republican and Democratic National Conventions.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/01/25/iowa.wrap/index.html
http://www.nhprimary.nhsl.lib.nh.us/
http://www.iowa2000.com/
http://cnn.com/ELECTION/2000/resources/fec.reports/
http://www.fec.gov/

EDITOR'S NOTE:
grassroots politics
economic boom
taxes
New Hampshire primary

YOUR DAILY DESK

Business Desk : Saving for College

1. What is happening to the cost of attending college? What do experts advise parents and students to do before launching a college savings plan? Why should parents consider financial aid when planning college savings?

2. How do some states allow parents to save money for college in their children's names? What are some advantages of these state tuition plans? Are there any downsides to this method of college saving? Explain. What other plans enable parents to save money for college? What negatives are associated with these plans? What advantages do you think each of these plans might offer?

3. Use this opportunity to introduce your students to different aspects of saving money, including interest (return), liquidity, time frame and risk. Divide the class into groups, and have each group contact one local financial institution about its savings plans. Direct each group to find out the terms of the savings accounts offered at the bank, including certificates of deposit (CDs). Groups will want to answer these questions:
   1. What interest rates are offered?
   2. Is there a minimum balance?
   3. How long must the customer's money remain in the bank?
   4. Are there any financial penalties for early withdrawal of funds?
   5. Does the bank offer any free services (checking, safe deposit boxes) for customers with long-term savings?
   6. Is the bank insured, and if so, to what amount per customer?

   Have each group present its findings. As a class, discuss the best options for consumers in your community. Ask students: If you were going to save money for college, which plans and banks would you choose? Why?

4. Invite a financial planning professional to address the class on different options for addressing college costs. Ask this expert to address not only savings plans but investment plans and other vehicles for covering the cost of college as well. After the presentation, have groups of students use the information they have gathered plus additional research to create a resource explaining these options in layman's terms. Have the class edit and make copies of its resource and offer it to your school's Guidance Department.

LINKS:
http://eric-web.tc.columbia.edu/families/preparing/chart8.html
http://eric-web.tc.columbia.edu/families/preparing/charts.html#7
http://eric-web.tc.columbia.edu/families/preparing/chart7.html

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Business Desk Extra: Ben & Jerry's Takeover : Business Desk Extra: Ben & Jerry's Takeover

1. How is Ben & Jerry's Homemade Inc. different from other companies? What is "caring capitalism"? According to the video, Ben and Jerry's stock is "undervalued." What does this mean? Why do you think a large corporation would want to buy Ben and Jerry's? How might a corporate takeover impact Ben & Jerry's Homemade Inc. and its stockholders?

2. Read the following quote to your class: "Ben & Jerry's Homemade Inc., poring over a variety of buyout offers reportedly worth more than $225 million, has made a 'sacred cow' of its socially responsible personality that any buyer will need to protect." What is the meaning of this statement? Do you agree? Why/why not? Have students substantiate their opinions with facts.

3. Ask students if they think it is possible for a company to be socially responsible and profitable. Group students. Refer each group to the last website below to learn more about some of the most socially responsible and profitable companies in the U.S. Group students. Have each group prepare a presentation about one of the companies identified in the referenced website. Instruct each group

to identify the company's history, its credo, its social causes, and why it is profitable. After the group presentations, ask: Do you think all companies should and could be socially responsible?

LINKS:
http://cnnfn.com/1999/12/02/deals/icecream/
http://cnnfn.com/1999/12/03/worldbiz/unilever/
http://www.benjerry.com/indexg.tmpl
http://www.depaul.edu/ethics/biz15.html

EDITOR'S NOTE:
tax breaks
state tuition programs
assets
Roth IRA
Education IRA
custodian
takeover

WORLDVIEW

Business Brief: The Future of Money : Business Brief: The Future of Money

1. What is Flooz? Where can one get Flooz? What is the origin of this name? Who created Flooz? How does Flooz make it easier to give and receive a gift in a wired society?

2. How does Flooz work? How many Flooz accounts have been opened? Would you describe Flooz as a gift certificate or as e-money? Why? According to Robert Levitan, why have many attempts at e-currency failed? By what form of payment are most online transactions conducted? What do analysts predict about the future of credit card use on the Internet? Why do you think this trend could mean good news for Flooz?

3. Robert Levitan speaks about Flooz as a response to consumers' lack of time. He says, "We all have lots of gifts to give, we don't have enough time. We don't know what the recipient wants. We have the solution." Read this quote to students, then ask them to explain how Flooz saves gift-givers and gift-recipients time. Divide the class into groups, and challenge each group to find another online business that has established itself, at least in part, on saving consumers time. Have each group research that online business and explain what it is and how it works. Why do students think more and more time-saving businesses, both online and offline, are successful? Discuss.

4. Generate a class discussion about ways that Flooz is different from conventional currencies. Then ask students: Do you think this is the future of money? Divide the class into groups, and direct each group to brainstorm a list of ways that the Internet is conducive to the development of a global medium of exchange. Have each group share its ideas. Do students think e-currency, even in its most advanced form, could ever replace conventional national currencies? Why or why not? Discuss.

LINKS:
http://www.flooz.com/
http://www.bearst.com/flooz.html
http://ecommerce.internet.com/opinions/print/0,1282,3551_134551,00.html
http://microtimes.com/198/ecomm.html

Taking Care of Business : Women in the Workplace: Indonesia

1. Who is Fairus Husaini? How has her career provided her with a "front row seat" to the dramatic events in Indonesia since 1998? What are some of the events she has experienced? In spite of her experience, why does she feel she has to work harder than a man does to prove herself?

2. What religion is a dominant force in Indonesia? Approximately what percent of Indonesia's workforce is made up of women? How is working outside the home affecting Indonesian women's observance of Muslim tradition? How are many Indonesian women also challenging political authority?

3. Working in small groups, have students conduct research to learn more about Indonesia's recent history. What political and economic events have had social repercussions there? How have these events impacted Indonesia's standing in the international community? Share group findings. Next, direct groups to the last website below or to other resources for the text of the United Nations' Universal Declaration of Human Rights. Have students read the Declaration. Then challenge each group to create a "human rights report card" for Indonesia, using the ideas expressed in the Declaration and the information students have gathered as the basis for a "grade" in each category.

4. Generate a class discussion focusing on the dilemma Ms. Husaini and other Indonesian women face regarding their traditions and their new roles in society. Why is there often discord between tradition and the roles of women today? Have students consider traditions, cultural or religious, with which they are personally familiar. Discuss whether these traditions are tolerant or intolerant of the roles of women in the 21st Century. Is it possible to maintain tradition while adapting to modern roles? Discuss.

LINKS:
http://www.odci.gov/cia/publications/factbook/id.html
http://209.207.163.32/nnt/fall-98/global.html
http://www.hrw.org/hrw/worldreport99/women/index.html
http://www.hrw.org/hrw/worldreport99/asia/indonesia.html
http://www.unhchr.ch/udhr/lang/eng.htm

EDITOR'S NOTE:
Flooz
e-currency
currency
online payment
authoritarian
stereotypes
fanatic
Islam

NEWSROOM CHRONICLE

Disabled Volleyball Player : Disabled Volleyball Player

1. Who is Allison Ahlfeldt? What is the nature of her disability? Why is it important to Ms. Ahlfeldt that she compete in the Paralympics? In your opinion, how do disabled people benefit from participating in competitive sports? Why was Ms. Ahlfeldt banned from the 2000 Paralympic Games?

2. What is the credo of the World Organization of Volleyball for the Disabled (WOVD)? Define and

give examples of the term "gender discrimination." Do you think the WOVD's decision to ban Ms. Ahlfeldt from the Paralympics was discriminatory? Explain. Do you think Ms. Ahlfeldt should be allowed to play in the Paralympics? Why/why not?

3. Inform students that most people, like Allison Ahlfeldt, encounter personal obstacles. Help students generate a list of different types of personal obstacles. Then, have students write narratives about a personal obstacle that they experienced and how they dealt with the situation. Ask students to consider how they were affected by their experiences and to note the lessons that they learned. Have students share their papers and discuss.

LINKS:
http://www.dsusav.org/
http://www.ausport.gov.au/para.html
http://www.olympics.com/eng/paralympics/

EDITOR'S NOTE:
Paralympic Games
The World Organization of Volleyball for the Disabled
athlete

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:55... 01:55

TODAY'S NEWS ... 00:55... 02:50
Top Story ... 05:10... 08:00
GOP and Democratic presidential candidates hold pre-primary debates in New Hampshire.

Look Ahead ... 00:20... 08:20
Every Tuesday: Democracy in America

In the Headlines ... 01:25... 09:45
A winter storm leaves North Carolina in a state of emergency.

YOUR DAILY DESK ... 00:50... 10:35
Science Desk ... 03:00... 13:35
Computers are learning to read and predict human thoughts and emotions.

WORLDVIEW ... 01:00... 14:35
Top of the World ... 09:00... 23:35
Many experts believe that the goal of nuclear disarmament appears more elusive than ever.

Turner Website Information ... 00:45... 24:20
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 01:00... 25:20
Beyond the Game: College Gambling ... 02:00... 27:20
Gambling is a problem for many college students.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America

1. Why are the U.S. presidential candidates in New Hampshire? Why is the New Hampshire primary

politically and historically significant? Which Republican candidate dropped out of the presidential race? Why? Who are the remaining Republican and Democratic presidential candidates? Which candidates are slated to win the New Hampshire primary?

2. What issues dominated the Republican debate? What was the format of the debate? Refer student back to the video and to multimedia resources to review different analyses of the Republican debate. How would you describe the interpersonal dynamics between the candidates during the debate? What were the candidates' positions on the issues of abortion, taxes, education and international policy? Why is abortion referred to as a "Republican issue"? How do you think the debate impacted each of the candidates?

3. What issues were the focus of the Democratic debate? How did the Democratic debate differ from the Republican debate? What "points of contention" arose between Bill Bradley and Al Gore? Do you think health care reform is a critical issue? Explain. How do Bill Bradley and Al Gore's views about higher education reform differ? Do you agree with Bill Bradley's proposal to support community colleges? Why/why not?

4. What are the philosophical differences between the Republican and Democratic parties? Do you think these differences were reflected in the debates? Explain. Do you think these debates provided thoughtful discussion of the issues? Why/why not?

5. Do you think pre-primary debates are valuable to American voters? If you were of voting age, how would you seek out information to help you make an informed decision in a presidential primary? To what extent do you think debates assist voters in making their decisions? Do you think there should be more or fewer debates? State your rationale.

6. Divide your class into five groups. Have each group consult online and print resources to prepare a presentation about one of the following issues: Abortion, taxes, education, health care or international policy. Instruct each group to identify the different sides of its issue and each candidate's point of view on the issue. After the presentations, have students share their own views about these issues. Ask: If you could vote, which candidate would you choose? Why? Then, have students predict the outcome of the New Hampshire primary.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/01/25/debate.advancer/index.html
http://cnn.com/ELECTION/2000/
http://www.nhprimary.nhsl.lib.nh.us/
http://www.iowa2000.com/

In the Headlines : In the Headlines

1. On average, how much snowfall does North Carolina get each year? How has the recent winter storm impacted the state? What other major weather problems has North Carolina experienced during the last year? Why has North Carolina's governor declared a state of emergency?

2. As a result of this winter storm, business throughout the U.S. East Coast are suffering. Divide students into groups and challenge each group to come up with a list of ways that snow storms "cost" business. Prompt students to consider travel delays, canceled hotel reservations, closed stores and restaurants, lost wages, etc. Have each group share its list. Refer students to the Internet to identify the different businesses and industries along the East Coast that were affected by the storm. Invite a local businessowner or manager to the class to discuss how businesses recover from natural disasters.

LINKS:
http://cnn.com/2000/WEATHER/01/26/winter.storm.05/index.html
http://www.nws.noaa.gov/

EDITOR'S NOTE:
primary
reform
debate
Democratic Party
GOP
moderators
state of emergency
snow storm

YOUR DAILY DESK

Science Desk : Emotion Sensing Computer

1. What is "gaze tracking"? How does it work? According to the video, how is gaze tracking used? How might this technology benefit children and adults with neuromuscular diseases?

2. What is an "emotion mouse"? What measurements are used to "read" human emotions? How precise do you think these indicators are? Explain. How might this technology be useful in areas other than computer science? Do you think this type of stored information could be used against computer users? Explain.

3. Refer your students to online resources, including the websites below, to learn more about the different applications for gaze tracking and emotion sensing technology. Group students. Have each group develop a list of at least five current and five proposed uses for these technologies. After each group presents its findings, instruct your students to identify the benefits and risks associated with these different uses. Ask: Do the benefits of these technologies outweigh the risks associated with their uses? Why/why not?

   EXTENSION: In his famous TV show the "Twilight Zone," Rod Serling used science fiction to make social commentaries. Direct students use their knowledge about emotion sensing technology to write a fictional story that illustrates how this technology, if taken to an extreme, could impact society. Have student share their stories and discuss.

LINKS:
http://www.is.cs.cmu.edu/ISL.multimodal.modelgaze.html
http://ils.unc.edu/alternative/gaze.html
http://www.diku.dk/~panic/eyegaze/node23.html
http://www.gslis.utexas.edu/~palmquis/courses/project/emotion.html
http://www.nu-news.com/Issues/101597/t2.html
http://shogun.vuse.vanderbilt.edu/cis/papers/humanoid/huro96.html

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EDITOR'S NOTE:
infrared
gaze tracking
galvanic skin response

WORLDVIEW

Top of the World : Nuclear Weapons

1. Why does the U.S. still maintain submarines armed with nuclear weapons, even after the Cold War? What does "nuclear deterrence" mean? What would be the role of these submarines in the event of a "doomsday scenario," like the one demonstrated in the video? How does Commander Nicholson of the U.S.S. Wyoming react when he's asked whether he'd be able to carry out this mission? Why do you think he feels this way?

2. How many Trident war missiles are loaded onto a U.S. ballistic missile submarine? How does the firepower of each missile's warhead compare to that of the bomb dropped on Hiroshima in World War II? Besides the 18 ballistic missile submarines, what other nuclear weapons does the U.S. have in its arsenal? According to Secretary of Defense William Cohen, why does the U.S. continue to pour billions of dollars per year into maintaining its nuclear arsenal?

3. According to the video, how did the Cold War make nuclear war "predictable"? Why does Secretary Cohen believe we are living in a "grave new world"? Which nations are the declared nuclear powers? Which nations have recently joined this list? Why is nuclear capability an especially dangerous issue in India and Pakistan?

4. Former CIA Director Admiral Stansfield Turner cites two nuclear dangers in the world today. Explain what these dangers are and how they involve current and aspiring nuclear powers. Why does he believe that rogue states might be more likely to actually use nuclear weapons? In spite of these growing threats, why do Admiral Turner and others believe that this may be the best time for deep cuts in the U.S. nuclear arsenal? Do you agree or disagree with them? Explain.

5. What is the START II Treaty? What other nuclear disarmament or nonproliferation treaties have been ratified by some nations? Have students work in groups to research some of these treaties, their general terms, the parties involved, and their current status. Have each group share its information. Which of these treaties, if any, are likely to be effective in limiting the possibility of use of a nuclear weapon? Discuss the different motives behind some nations' refusal to ratify any or all of these treaties. Do students think an effective global agreement can be reached on nuclear disarmament? Why or why not?

6. The Canberra Commission on the Elimination of Nuclear Weapons states that "The elimination of nuclear weapons will not be possible without the development of adequate verification. A political judgement will be needed on whether the levels of assurance possible from the verification regime are sufficient. " Read this quote to students and generate a class discussion to analyze its meaning. What is "verification" and why is it so important to nuclear arms control? Direct students to the Internet and other resources to determine what happened when the United Nations last attempted to verify whether or not Iraq was creating weapons of mass destruction. Discuss the outcome of this action. Then challenge each student to write an essay in response to this question: What do you think must be done in order to establish enforceable weapons verification among nations?

7. Assist your students in conducting research to find out which nations currently have nuclear weapons and which are believed to be developing them. On a large world map, have students mark the nuclear "haves" with a red symbol and the nuclear "will haves" in yellow. Review the coded map and point out any regions of the world that are in conflict, such as India and Pakistan, and any potential hot spots, such as the Middle East. What troubled areas of the world are also home to countries that have or are developing nuclear weapons? In the video we are told that many Americans are no longer worried about nuclear weapons. How does the gravity of this situation illustrate why Americans should be concerned? Discuss.

LINKS:
http://www.cnduk.org/welcome.htm
http://www.dfat.gov.au/cc/cc_report_annexa.html
http://www.clw.org/pub/clw/ef/deadlock/contents.html

http://www.state.gov/www/global/arms/bureau_ac/treaties_ac.html
http://www.cdi.org/issues/nukef&f/nukequo.html
http://www.cdi.org/issues/nukef&f/
http://www.nawcwpns.navy.mil/~treaty/armsfr.html

EDITOR'S NOTE:
Cold War
ballistic missile
warheads
nuclear arsenal
ICBMs
munitions
stockpiles
unilateral

NEWSROOM CHRONICLE

Beyond the Game: College Gambling : Beyond the Game: College Gambling

1. What is gambling? Why do you think some kids like to gamble? Why is gambling considered a problem for many college students? What is the Brownback-Leahy bill? Why are some people critical of this proposed legislation? Do you support the bill? Why/why not?

2. In which U.S. states is gambling legal? Why do you think these states prohibit minors from gambling? Do you think these states should have the right to prevent minors from gambling? Explain. What is your opinion of gambling?

3. Refer students to the third website below to learn more about the National Collegiate Athletic Association (NCAA), its position on gambling, and its response to the problem. Discuss the following questions: What are the negative effects of sports gambling? Why are student-athletes viewed as "easy marks" by organized crime and organized gambling? What can student-athletes do to prevent sports gambling? Do you think students who get caught gambling on college sports should be consequenced? Why/why not? If so, how?

4. Compulsive gambling is a serious illness. Have small groups of students consult online resources to learn:
    1. How to tell if a person might have a problem with gambling
    2. The definition of addiction
    3. How compulsive gambling is similar to other types of addictions
    4. How compulsive gambling can adversely affect: Relationships, family, friends, physical, social and mental health, employment and finances
    5. Who is at risk
    6. What to do if you or someone you know is addicted to gambling.

    After students share their information, have them create a brochure to educate their peers about the negative effects of compulsive gambling.

LINKS:
http://www.nati.org/insearch.htm
http://www.nati.org/teen.htm
http://www.ncaa.org/gambling

EDITOR'S NOTE:
compulsive gambler
National Collegiate Athletic Association (NCAA)
addiction

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

January 28, 2000

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---------- PROGRAM RUNDOWN ----------

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The Millennium Voyage comes to an end.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : State of the Union

1. What is the State of the Union address? Which branches of the U.S. government attended the address? What is the relationship between the U.S. president and Congress? How often does the president deliver a State of the Union address? Why is the address necessary? Why did Thomas Jefferson submit his address in writing? Do you think the evolution of media has affected the significance of the State of the Union address? Explain.

2. According to President Clinton, why are we "fortunate to be alive at this moment in history?" Do you agree? Why/why not? What important issues did President Clinton talk about? What items mentioned in the president's speech could directly affect your life? How? Of all the issues presented, which ones do you believe are most important? Why?

3. What are President Clinton's positions on education and health care reform? How do the Republican's views on these issues differ? Do you think education and health care reforms are bipartisan issues? Explain.

4. Refer students to newspapers and online resources to review last night's State of the Union address. Ask students: What did you think of President Clinton's speech? What objectives did he accomplish? Challenge each student to research and write a political analysis of the speech and its impact.

5. What are some of the accomplishments of the Clinton-Gore administration? Do you think President Clinton's State of the Union message will impact Al Gore's presidential campaign? Explain.

6. Refer students to the last two websites below to learn about President Theodore Roosevelt and the state of the U.S. during the beginning of the 20th century. Have students compare and contrast these issues to the issues facing Americans today. Then, read the following quote: "At the dawn of the last century, Theodore Roosevelt said, 'the one characteristic more essential than any other is foresight.'" What do you think President Roosevelt meant? Do you think President Clinton has good foresight? Explain.

7. In his State of the Union address, President Clinton offered a long list of new programs. Divide your class into small groups. Refer each group to the websites below to learn more about one of President Clinton's proposed programs. Instruct each group to identify the benefits and drawbacks of the program, and how kids might be affected by the initiative. Then, have each group write a letter to President Clinton expressing its view about whether the proposal is good for the future of America. Have groups share their research and letters with the class.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/01/27/state.union.01/index.html
http://www.whitehouse.gov/WH/SOTU00/background/index.html
http://www.whitehouse.gov/WH/SOTU00/
http://www.whitehouse.gov/WH/glimpse/presidents/html/tr26.html
http://www.nhmccd.edu/contracts/lrc/kc/decades.html

EDITOR'S NOTE:
education
health care
reform
foresight
Congress

YOUR DAILY DESK

Editor's Desk : Box Office History

1. What are the top ten American movies of all time, based on box office sales? What was the number one movie on this list?

2. According to the video, "Gone with the Wind" earned almost "a billion dollars adjusted for inflation." What is inflation? How might the "Best at the Box Office" list be different if it were not adjusted for inflation? To help your class understand the concept of inflation, have each student create a list of goods and services and their current values. Then, refer your students to the last website below, where they can use a calculator to compare today's value of these goods and

services to their value during different periods of the 20th century.

3. Direct students to create their own lists of their favorite 10 movies. Have students present their selections and their reasons for why they selected these films. Compile the students' lists. How do the students' selections compare to the films found on the "Best at the Box Office" list? As a class, discuss how and why the public's taste in movies has changed over the years.

LINKS:
http://www.movieweb.com/movie/alltime.html
http://www.the-movie-times.com/thrsdir/Top10everad.html
http://www.afionline.org/100movies/
http://www.mediahistory.com/movies.html
http://www.smart.net/~kaz/inflation.html

EDITOR'S NOTE:
inflation
blockbuster
movies

WORLDVIEW

Around the World : Hungary's Statue Park

1. What are some of the icons of socialism seen in this park? How do most Hungarians view their communist history? What are most Hungarians remembering as they visit the park?

2. Why was the park created? In the video we hear Maria Sulyok say, "You can't destroy your history...just can't pretend it didn't happen at all. Always learn from your history." Do you agree with her line of thinking? Explain. What do you think Hungarians learn from the part of their history that is represented in this park? Do you think that painful portions of history should be remembered or forgotten? Explain.

3. Use this opportunity to have your students investigate the history of Hungary and its current status in the post-Cold War world. Students may wish to consult online or other resources to gather and share information on Hungary's history. How did Hungarians struggle against Soviet oppression? What happened when the country called on the West for help? How is Hungary a valuable Western ally today? Discuss.

4. In 1956 Hungarians attempted a revolt against communist dominance. Their revolution was crushed by Soviet military forces. In the Soviet response to the revolt thousands of Hungarians were killed or imprisoned and 200,000 (about 2% of Hungary's population) were forced to flee the country. If your students have not yet covered the 1956 Revolution in class or in their research, assist them in learning more about it and sharing their findings. Then divide your class into small groups. Remind students that although the park in the video displays the icons of communism, most Hungarians who visit are reminded of the 1956 Revolution. Challenge each group to create a design for a statue or memorial that immortalizes the Revolution. Have each group present its design and explain it to the class.

LINKS:
http://www.hungary.org/~hipcat/index.htm
http://www.usnews.com/usnews/news/991018/timeline.htm
http://ps.ucdavis.edu/classes/ire001/econ/easteuro.htm
http://www.cato.org/dailys/4-27-98.html

EDITOR'S NOTE:
icons of socialism
liberalization
pantheon

NEWSROOM CHRONICLE

Millennium Voyage: The Journey Home : Millennium Voyage: The Journey Home

1. What is the Semester at Sea Program? What countries did the Semester at Sea students visit? What were some of the high points of the students' experiences? How did the students feel about returning home?

2. How much do students pay to participate in the Semester at Sea Program? Would you want to participate in the Semester at Sea Program? Why/why not?

3. What types of obstacles did the students encounter during their travels? How did they deal with these obstacles? Charles Tsai states that as a result of his travels he has learned "that there's a universal humanity." What do you think Mr. Tsai means? Why is the concept of a "universal humanity" important?

4. Inspired by his travels, Charles Tsai asserts that, "our lives can be fascinating because our world is fascinating. And we should embrace this life, and always fill it with new adventures." Share this quote with your students. Ask: What is your opinion of Mr. Tsai's philosophy? Do you think people need to travel in order to "fill their lives with new adventures?" Explain. Challenge students to identify ten ways that they can incorporate a sense of adventure and an appreciation of cultural diversity into their daily lives. Have students present their ideas and discuss.

5. Inform students that there is an area of the travel industry that is devoted to student travel. The travel industry has many special programs and deals for students and people under the age of 26. Have each student select a country that he/she would like to visit. Then, refer students to multimedia resources, including the websites below, to plan a trip to that country. Instruct students to identify the following information:
   1. The country's history, culture and sites
   2. Personal safety concerns
   3. What they would see and do while visiting the country
   4. Visa or travel paper requirements
   5. How they would get to the country
   6. How they would travel while in the country
   7. Where they would stay
   8. The country's currency and rate of exchange
   9. What they would do if they became ill
   10. Whether they would need to be inoculated
   11. What they would pack
   12. A travel itinerary.

   After students have compiled their information, have them consult online resources to determine the cost of their trips. Instruct students to identify the lowest possible fares and any special deals. Then, challenge students to figure out a way to finance their trips. Have students share their travel plans and discuss.

LINKS:
http://www.semesteratsea.com/

http://www.istc.org/
http://www.counciltravel.com/
http://www.letsgo.com/

EDITOR'S NOTE:
Semester at Sea Program
universal humanity
Untouchables
travel

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